



Department Application
Gold Award



ATHENA SWAN GOLD DEPARTMENT AWARDS

A Gold department award recognises sustained progression and achievement, by the department, in promoting gender equality and addressing challenges particular to the discipline. A well-established record of activity and achievement in working towards gender equality should be complemented by data demonstrating continued impact. Gold departments should be beacons of achievement in gender equality, and should champion and promote good practice to the wider community.

Note: Not all institutions use the term ‘department’. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a ‘department’ can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

**DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM
WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.**

This form should be used for applications for Gold department awards.

You should complete each section of the application.

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Gold Department application	
Word limit	13,000
<i>Recommended word count</i>	
1. Letter of endorsement	500
2. Description of the department	500
3. Self-assessment process	1,000
4. Picture of the department	2,000
5. Supporting and advancing women's careers	7,000
6. Case studies	1,500
7. Further information	500

Name of institution	Queen's University Belfast	
Department	Psychology	
Focus of department	STEMM	
Date of Gold application	April 2017	
Date of current Gold award	Applied November 2013 Awarded May 2014	
Institution Athena SWAN award	Date: Applied November 2014 Awarded May 2015	Level: Silver
Contact for application Must be based in the department	Professor Teresa McCormack	
Email	t.mccormack@qub.ac.uk	
Telephone	02890 974174	
Departmental website	http://www.qub.ac.uk/schools/psy/	

ACRONYM KEY:

ASPON: Athena SWAN Psychology National Forum

EPS: Engineering and Physical Sciences Faculty

HoS: Head of School

QGI: Queen's Gender Initiative

SENSE: Support for Equality Network in Science and Engineering

SES: Socio-economic status

WPU: Widening Participation Unit

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

27th April 2017

To whom it may concern

As Head of the School of Psychology, I am delighted to provide my unconditional support to our School's application to renew its coveted Gold Athena SWAN award.

It has been a real pleasure to see the School develop from being amongst the first Psychology Departments in the UK to achieve Silver through to being currently the only Psychology Department in any UK University with a Gold award, and, to see the School use its expertise to deliver national leadership in the area of gender equality, details of which are provided in the section on beacon activity.

We are exceptionally proud of our achievements, which we hope to maintain and expand.

The School has benefitted greatly from the SWAN activity delivered at a local level.

In a recent review of the School's activity - carried out by a panel of international experts – our Departmental Gold Athena SWAN award was considered a significant and key achievement. The School has been led successfully by our first female Heads of School who, along with our other female professors, have been excellent role models for our junior women. From roles within the School our female professors have taken on more senior roles in the University, e.g. Professor Craig is now a Dean in the Faculty, Professor McCormack chairs University-wide committees, and they provide exceptional role models for our female staff who wish to progress to senior roles within the University.

Our Gold Athena SWAN award has helped us attract and retain female staff. In a recent survey of job applicants, almost one-third of respondents stated that the School's Athena SWAN Gold influenced their decision to apply to us. In the last five years, 22 women have secured positions in academic roles within the School compared to 14 men. *We now have exactly the same numbers of female and male academic staff and more female than male professors.* Two of the female professors were promoted internally and overall the School has promoted internally more females to professors than males.

I am extremely proud of our School's achievements to date, however I am mindful that there is more work to be done, particularly given the broader ambition expressed in the revised 2015 Athena SWAN Charter. We are committed to further enhancing and developing our SWAN activity, as can be seen in our action plan.

One key development to meet these challenges is the addition of a research theme on gender within the School's research portfolio. This is supported through the appointment of Dr Ioana Latu who has particular expertise in gender biases. This research will proactively feed in to our SWAN work, and a funded PhD studentship will be provided to support this in 2018-19. Further, our work with the ASPON national network, which we helped establish, will contribute greatly to enhancing our activities.

For these reasons, and many others not referred to here, I am confident that we will continue to maintain the very high standard of achievement that we have previously met.

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'P Hepper', with a long horizontal flourish extending to the left.

Peter Hepper

Head of School

(Word count: 498)

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: 500 words

Please provide a brief description of the department, including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

We are a medium-sized department, and part of the Engineering and Physical Sciences Faculty (EPS) with 42 academic staff (including PDRA/RAs), half of whom are female.



School of Psychology academic and professional/support staff

Teaching

- We offer a BSc in Psychology, in addition to four taught MScs plus taught doctorates in Educational and Clinical Psychology.
- The majority of our students come from Northern Ireland and ~97% are of White ethnic origin.
- A particularly high proportion of our students come from a low SES background (~44%), and come through non-traditional routes to HE (~18%).
- Around 13% of our students have disclosed a disability.
- Given our student profile, pastoral care is very important. Pastoral roles are shared equally amongst male and female staff, with two males and two females taking on the key roles of Advisors of Studies.
- Teaching is led by our Director of Education, Dr Dempster, who is male.

Research

- The School had one of the highest return rates nationally for UoA4 in REF (96%), resulting in a top-ten performance on research intensity measures.

- We are home to 35 PhD students.
- Research is led by our Director of Research, Professor Turner (see case study) who is female.

Organisational structure

- The two key decision-making committees are the School Board and the Management Committee. All staff members are members of School Board. The Management Committee consists of the Head of School, the Directors of Education and Research, the Office Manager, the School Manager, and an academic staff representative.

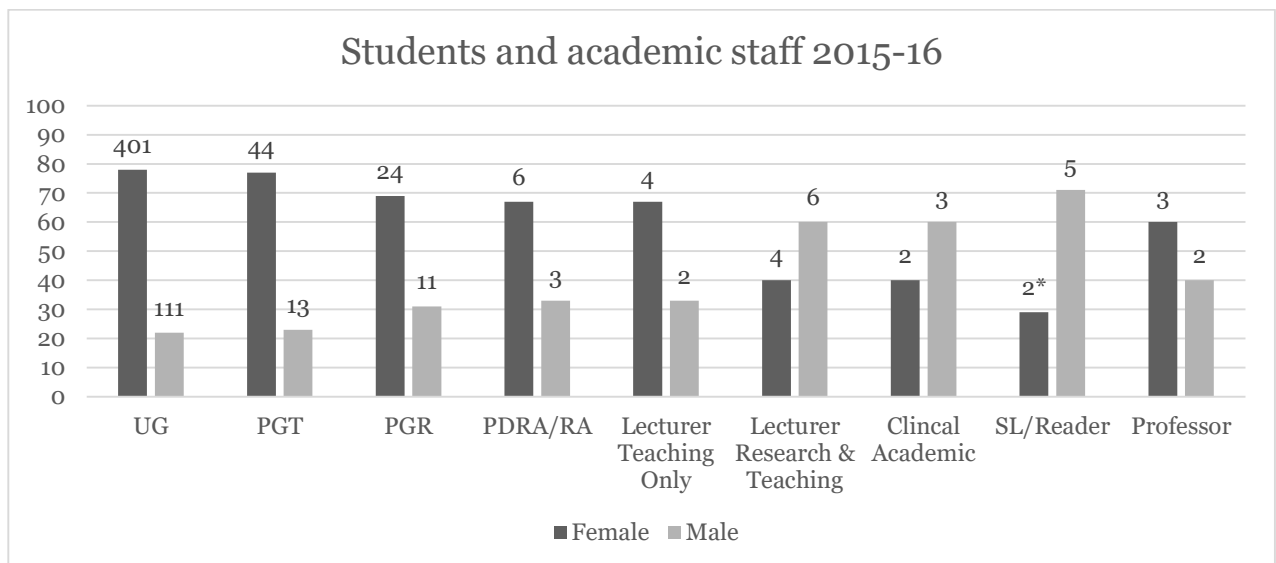
Current profile

- Amongst non-clinical academic staff¹, we have a large number at junior lecturer level (57%), the majority of whom are either still on probation or have emerged from probation in the last 2 years.
- The School's gender profile for students and academic staff as of the end of 2015-16 is shown in **Figure 1** below; **Table 1** shows the data for professional/support staff.
- In Figure 1, females are in the majority except in three categories: Lecturers (Research & Teaching), Senior Lecturer/Readers, and Clinical Academics.
- Since the end of 2015-16, two additional female Clinical Academics have been appointed (including a new female Course Director), the result of which is that females now comprise 57% of clinical staff.
- The proportions of female PhD students, PDRAs, Lecturers (Teaching Only and Research & Teaching combined), Senior Lecturers/Readers and Professors have all increased over the assessment period (2013-2016).
- Our profile is distinctive in that we have more female than male professors; **the national benchmark is 33% female.**² Thus, any gender differences are not straightforwardly captured in terms of the "leaky pipeline" analogy (Blickenstaff, 2005)³.

¹ The School has some staff who deliver the Doctorate in Clinical Psychology. These are all clinical psychologists who work part-time. We will refer to these staff as clinical academics. The staff who deliver the Educational Psychology Doctorate are on secondment and not employed by Queen's.

² Unless otherwise stated, all benchmark statistics are taken from HESA data for 2014-15 academic year.

³ Blickenstaff, J. C. (2005). Women and science careers: leaky pipeline or gender filter? *Gender and Education*, 17, 369-386.



* One of the females in this category is a Reader.

Figure 1. *Percentage of female and male students and staff as of end of 2015-16 academic year. Absolute numbers are given on the tops of the bars.*

Table 1. *Professional and support staff by grade and full-time/part-time status.*

	Females	Males
Grade 3	2	0
Grade 4	5	0
Grade 5	1	0
Grade 6	1	2
Grade 7	3	4
Grade 8	0	1
Totals	12	7

(Word count: 560)

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

SAT members

Dr Michele Kavanagh is co-chair of the SAT. She works **part-time** as an Assistant Programme Director for the Doctorate in Clinical Psychology. She has developed equality and diversity training for students.

Professor Teresa McCormack is co-chair of the SAT. She has been heavily involved with the SWAN initiative since 2008. She has a child and her partner works full time.

Dr Deborah Wells is a **part-time** Reader who currently sits on the Management Committee. She has two young children.

Thia Sagherian-Dickey is a third-year PhD student. Her partner is also a full-time PhD student.

Dr Martin Dempster is a Senior Lecturer and the Director of Education in the School. He sits on the Management Committee. He has two young children and his wife works full time.

Dr Martin Sawey is the School Manager with overall responsibility for support /professional staff within the School. He ensures that the interests of this group are represented at meetings.

Dr Aidan Feeney is a Senior Lecturer who sits on the SWAN Committee in his role as Postgraduate Research Tutor in the School. He has a young family and his partner often works away from home.

Patrick O'Connor is a final year PhD student. He is a lab demonstrator and a mentor to two first year PhD students.

Dr Ioana Latu is a probationary Lecturer. She conducts empirical research in the area of gender biases in organisational settings. She has young twin daughters.

Caolán McBride is the undergraduate representative on the SAT team. He is currently studying BSc Psychology at Level One.

Dr Kate Woodcock is a Lecturer recently emerged from probation. She acts as advisor to PDRA/RAs and represents the views of, and provides support for, fixed-term contract researchers.

Callum Urquhart is a trainee on the clinical psychology taught doctorate course. He represents students on the professional training courses.

(ii) [an account of the self-assessment process](#)

SAT processes

- The SAT has met 2-3 times every term since our last award, with monthly meetings as we approached the renewal date.
- The two SAT chairs also meet between SAT meetings to decide on the agenda and monitor progress.

- SAT minutes are taken by a member of support staff who is responsible for supporting the team, and the SAT has additional administrative support from the School Manager and the Office Manager.
- The Action Plan is maintained in an electronic file shared between the chairs to allow for it to be dynamically updated regarding progress.

Communication

We have taken proactive steps to ensure that there is effective communication between the SAT, the School, and the University.

- ***Communicating to School.*** Very high awareness is achieved by electronically circulating the minutes to School Board, and placing items in our weekly staff bulletin. SWAN is a standing item on School Board and Management Committee meetings. Currently 3 members of the SAT sit on Management Committee and speak to the SWAN agenda item, ensuring that SWAN is considered as a matter of routine during all aspects of decision-making.
- ***Communicating to Faculty.*** Professor McCormack helped establish and now sits on the Faculty-specific SENSE network (Support for Equality Network in Science and Engineering) that meets 2-3 times per term; this organises Faculty-specific events and also provides a further opportunity for discussing best practice specifically in the context of STEMM.
- ***Communicating to University.*** The SAT chairs also attend the University's SWAN Champions Group, which meets every 6 weeks. This enables best practice to be shared amongst Champions, and also gives the SAT chairs a regular opportunity to raise issues with the wider group that can then be taken back to the University's SWAN Steering Group to inform institutional policy and procedures.
- ***Communicating externally.*** Importantly, our activities are also informed through collaboration with other departments nationally. We have set up a "buddying" relationship with Psychology at Royal Holloway, and Professor McCormack has visited Royal Holloway twice for this purpose. Furthermore, we have established, along with Royal Holloway and UCL, a national network to support Psychology departments engaged with the SWAN process (described in more detail below). A major benefit of this network is that it has allowed us to draw on the experiences of other departments facing similar challenges, as well as helping us raise the profile of the SWAN initiative throughout the discipline.

Consultation

Formal consultation for devising our new Action Plan took the following forms:

- We designed and circulated a School-specific staff survey which specifically focused on key SWAN issues.

- A separate PhD survey was conducted, part of which was a repetition of a survey was carried out in 2013; the benchmarking data from the survey has allowed us to measure change and impact.
- We carried out a short survey of our undergraduates focusing on their motivation for studying psychology, and perceptions of why males are more reluctant to study the subject.
- We carried out a survey of short-listed job applicants from 15 different recruitment campaigns encompassing both academic and professional/support roles to examine their experience of the process and to assess awareness of our SWAN activities.
- Six focus groups involving all categories of staff were held as a follow-up to a University-wide survey, and we collated the findings of these groups to help shape and inform our Action Plan.

(iii) Plans for the future of the self-assessment team

- Our major challenge is to ensure continuity of the SAT's work between applications.
- SWAN has been sufficiently formally embedded in the School's organisational structures for a number of years that we are confident that the positive momentum will continue.
- It is very important that the SAT has strong male representation and we will continue to ensure that this is the case. We are aware of recent research that suggests that women tend to take on more of the burden of Athena SWAN work (Caffrey et al. 2016)⁴, perhaps to the detriment of their own careers, and will ensure that this is not the case.
- Although inevitably there will be turn-over on the SAT, we can help ensure continuity by specifying formally how the SAT should be constituted, with a diverse range of students and staff represented.
- We will also ensure that the Action Plan is a shared electronic resource which can be easily accessed and updated by SAT members.

Room for improvement

- While we are very confident that SWAN is central to the School's work, we believe there is room for improvement.
- Continuity depends largely on "buy-in" from the whole School, and our Staff Survey indicated that we could do more to make the benefits of SWAN tangible for all staff members (see also Ovseiko et al., 2017).⁵

⁴ Caffrey L, Wyatt D., Fudge N., et al. (2016). Gender equity programmes in academic medicine: a realist evaluation approach to Athena SWAN processes. *British Medical Journal Open* 2016

⁵ Ovseiko, P. V., Chapple, A., Edmunds, L. D., & Ziebland, S. (2017). Advancing gender equality through the Athena SWAN Charter for Women in Science: an exploratory study of women's and men's perceptions. *Health Research Policy and Systems*, 15, 12.

- 73% of respondents indicated that working in a School with a Gold SWAN award was important to them and 73% also indicated that SWAN had been beneficial to the School's working environment.
- While this is the majority of staff, there are other staff do not perceive SWAN as supportive to them in their working life.
- Some of our Actions are targeted at broadening the impact of SWAN.

Aim: To ensure continuity of the SAT's work and make it more inclusive for all staff.

Actions: 1.1, 1.3, 1.4

(Word count 972)

4. A PICTURE OF THE DEPARTMENT

Recommended word count: 2000 words

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

- (i) Numbers of men and women on access or foundation courses

N/A

- (ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

Data: UG Student numbers

- **Figure 2** shows that the percentage of students who are female has been consistently between 77-80% which is in line with the **national benchmark of 80% female**.
- **Figure 3** shows the number of course applications, offers, and acceptance rates by gender.
- Again, looking across the pattern from application to acceptance, the proportions of females remains highly consistent, indicating that there are no gender-specific issues around progression towards taking up a place.
- A chi-squared analysis confirms this: for the last academic year there is no association between application stage and gender, $\chi^2(2) = 0.43$, $p = .62$.

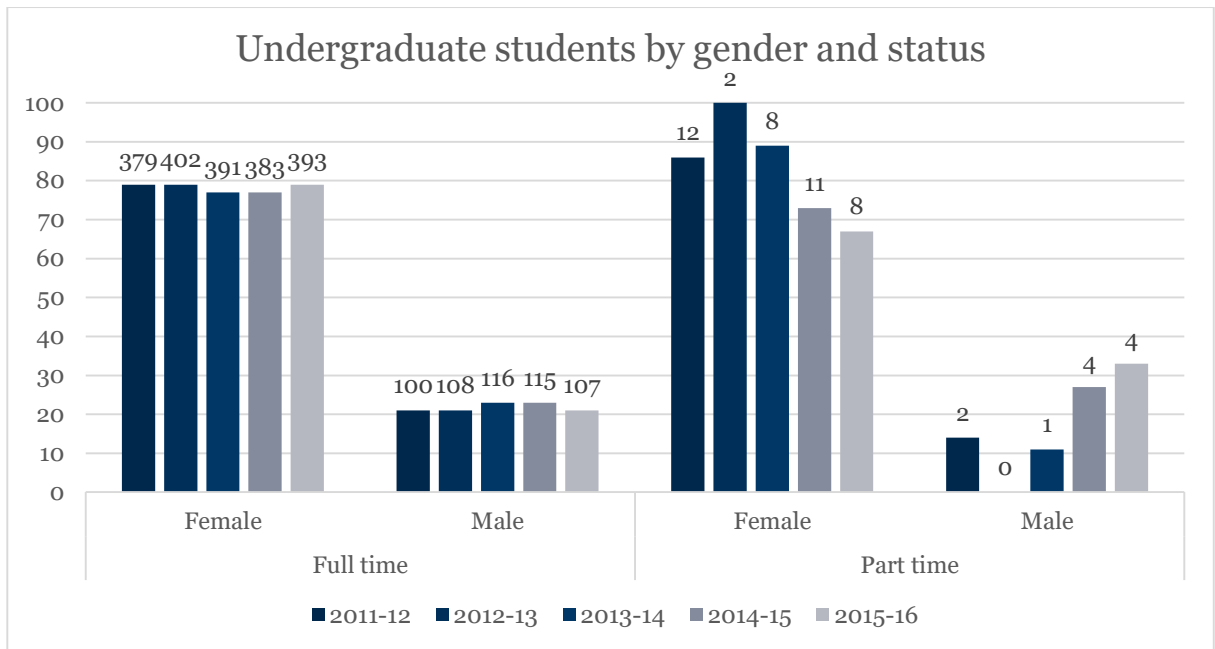


Figure 2. Percentage of undergraduate students who are female and male as a function of year and full-time/part-time status. Absolute numbers are given at the top of the bars.

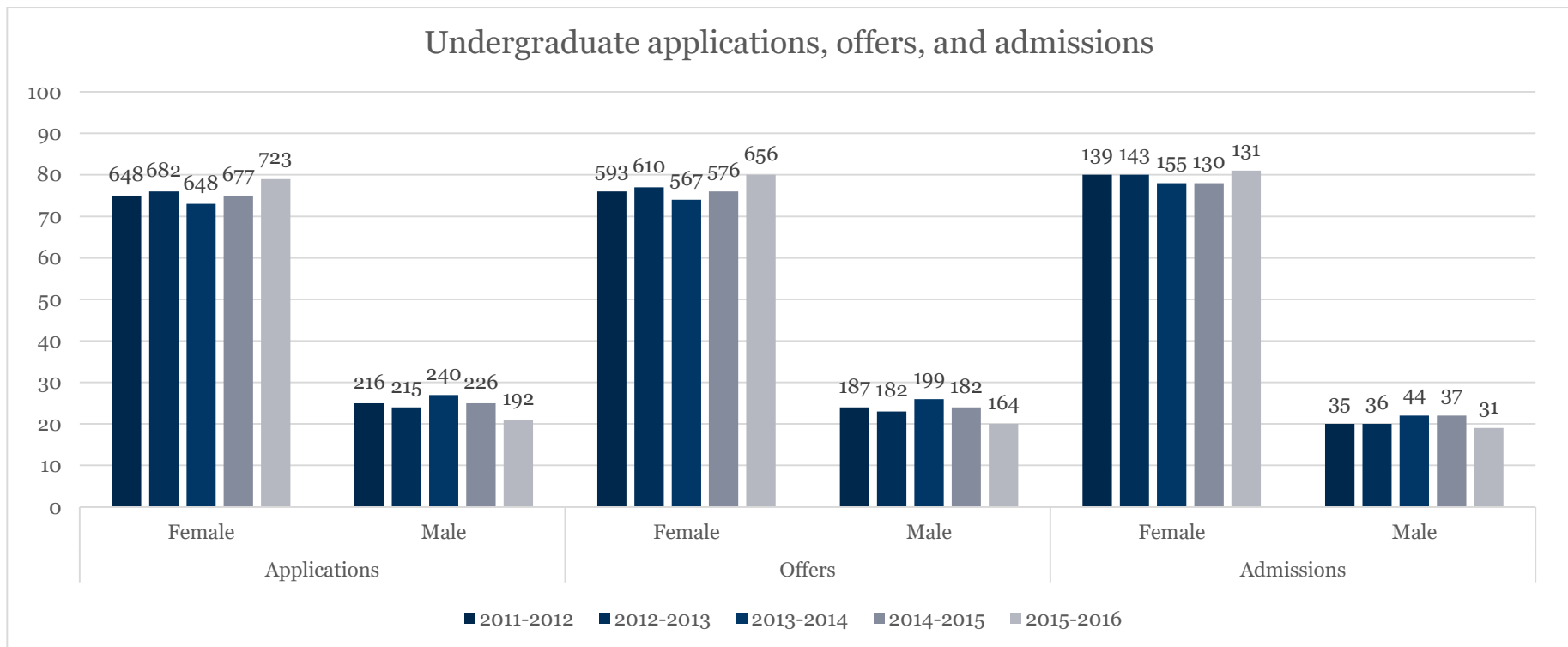


Figure 3. *Percentage of undergraduate applications, offers, and admissions who are female and male. Absolute numbers are given at the tops of the bars.*

Analysis: UG Student Numbers

- The major challenge we face, along with all UK psychology departments, is to try to increase the proportions of males studying the subject.
- A knock-on effect would be greater numbers of males progressing into training as professional psychologists, which would be beneficial in professional practice (e.g., educational psychologists deal with more males than females with special educational needs, but most educational psychologists are female).
- More broadly, it would help break down gender stereotypes regarding particular subjects or careers, which would be beneficial to both females and males.
- Our preliminary UG survey found no evidence of gender differences in motivation for choosing psychology, but we will use the students' feedback to help us devise appropriate actions (see **Action Plan**).
- An example of a survey comment was: ***"Perhaps they are aware that more women study it rather than men and don't want to pursue a degree in a female dominated field. Men may also view it as a "soft science" compared to the natural sciences and perceive it as inferior."***

Data and Analysis: Degree Class

- **Figure 4** shows the percentage of students achieving each degree class, as a function of gender.
- We note that consistently slightly more men than women gain 1st class degrees, but the size of this difference is only striking in one year (2014-2015; 26% versus 13%).
- Nationally (across subjects) there is no difference between the numbers of males and females obtaining 1st class degrees; national benchmark of 24% for both genders (HESA, 2015-16). Thus, fewer of our students gain 1st class degrees than nationally, and this is particularly the case for females. Although our gender differences are not consistently large, it is important to monitor this carefully.

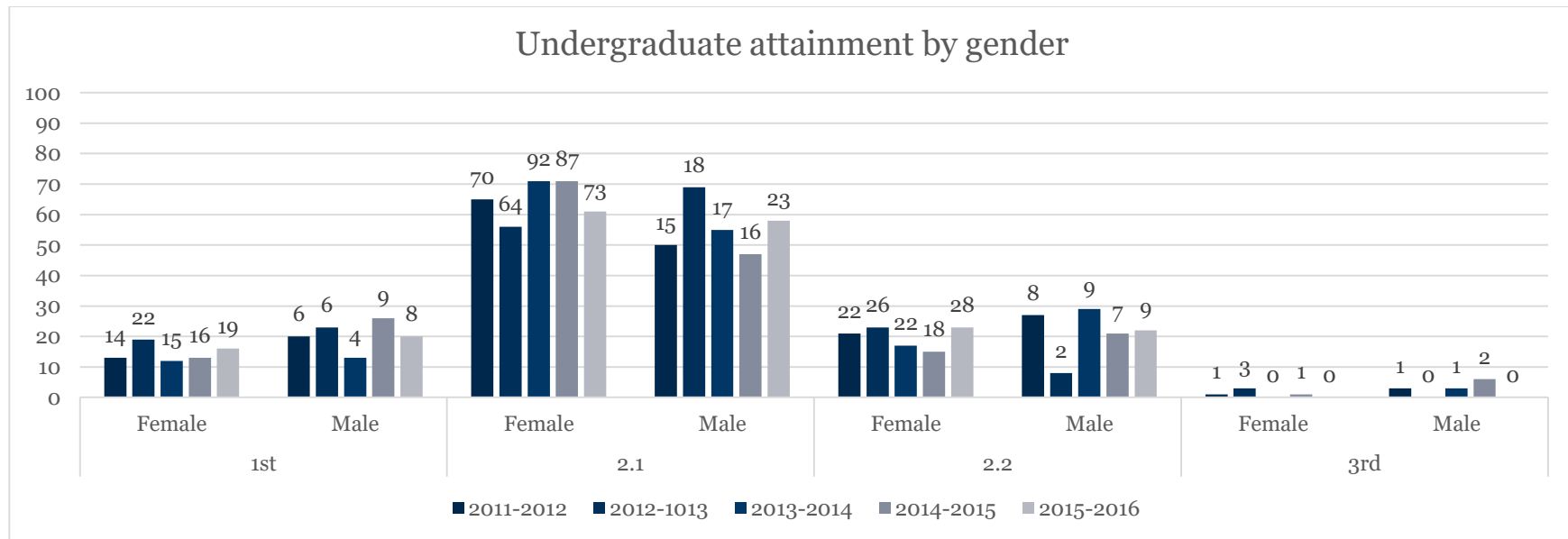


Figure 4. *The percentage of students gaining each class of degree as a function of gender. Absolute numbers are given at the top of the bars.*

Room for improvement

- Our main target here is clear: to increase the numbers of males studying psychology.
- We are highly aware that attempts to change the gender balance of students in other subjects have had limited success (Smith, 2010).⁶
- However, it should be noted in this context that majority of our students come from Northern Ireland, meaning that we can be very targeted in our actions at a local level.

Aim: Increase numbers of males studying psychology

Actions: 3.1-3.6

Aim: Ensure gender parity in degree class

Actions: 1.10

(iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time by programme. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Data and Analysis: PGT

- **Figure 5** shows that the gender balance for PGT students on our MSc courses is very similar to the undergraduate picture; it is also very similar to the **national benchmark of 79%**.
- As can be seen in **Figures 6 and 7**, as with undergraduates, the proportion of females is stable through applications and offers to acceptances and completions; for the last academic year chi-squared analysis confirmed no association between application stage and gender, $\chi^2(2) = 2.58, p = .28$.
- We separately show these data for our two professional training courses; **Figure 8, 9, and 10** for the doctorate in educational psychology and **11, 12, and 13** for the doctorate in clinical psychology. Numbers are too small here for statistical analysis. The figures are similar to MSc numbers for the clinical course, but for the educational course there are extremely few males.

⁶ Smith, E. (2011). Women into science and engineering? Gendered participation in higher education STEM subjects. *British Educational Research Journal*, 37, 993-1014.

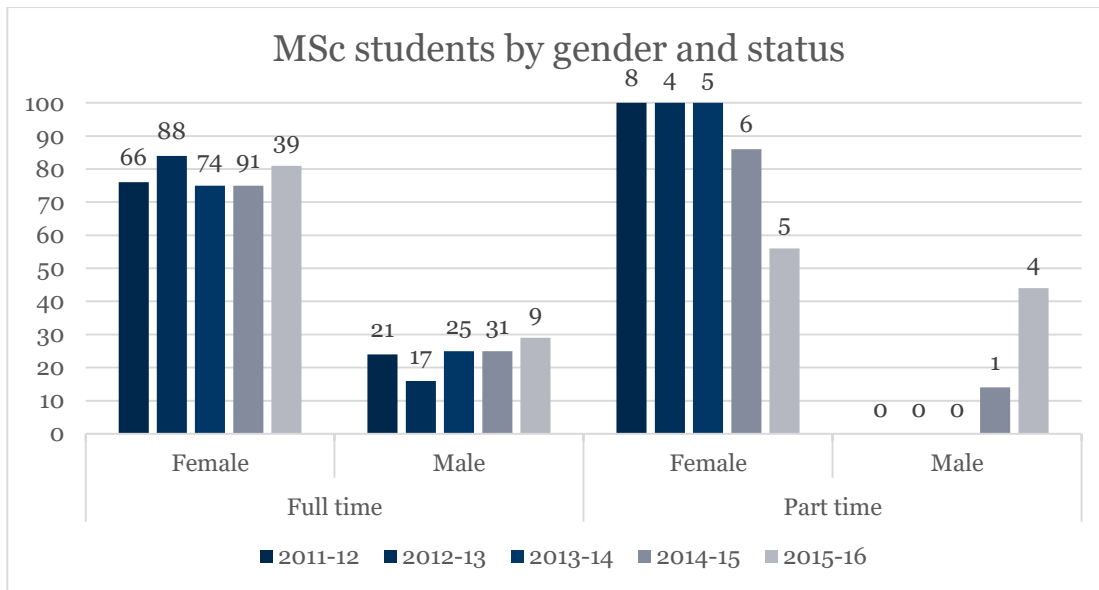


Figure 5. The percentage of MSc students who are female and male as a function of full-time/part-time status. Absolute numbers are given at the tops of the bars.

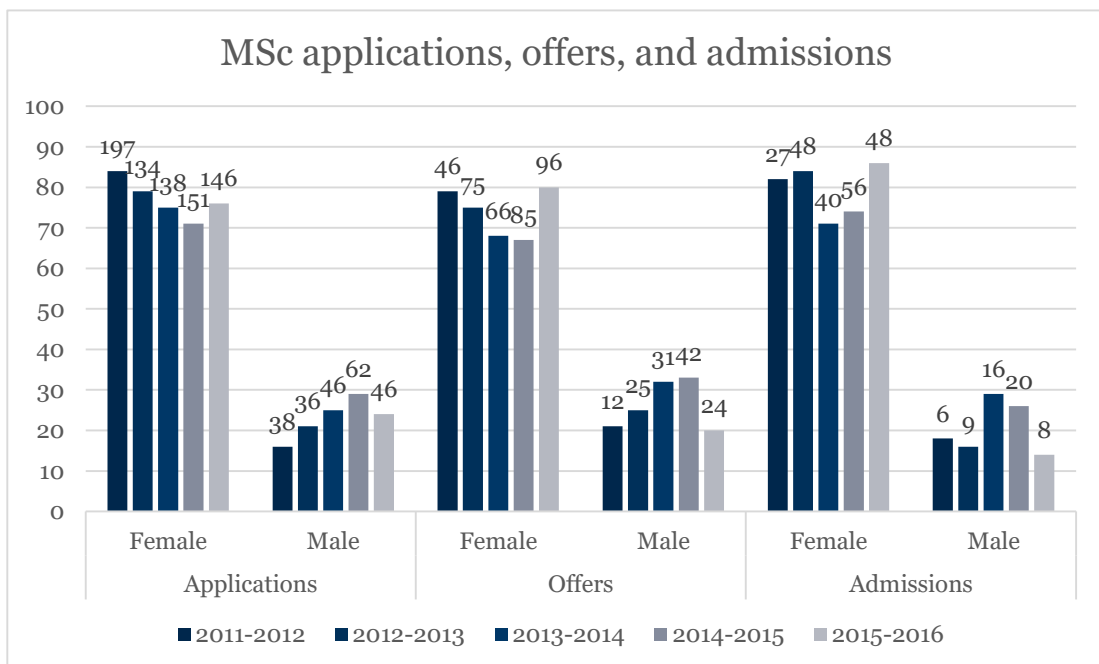


Figure 6. Percentage of MSc applications, offers, and admissions who are female and male. Absolute numbers are given at the tops of the bars.

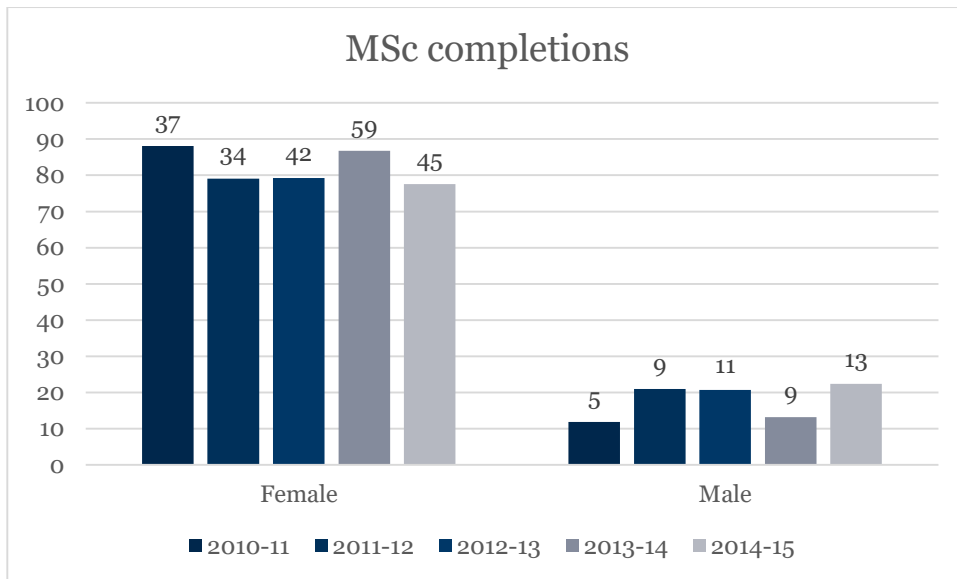


Figure 7. Percentage of completing MSc students who are female and male. Absolute numbers are given at the tops of the bars.

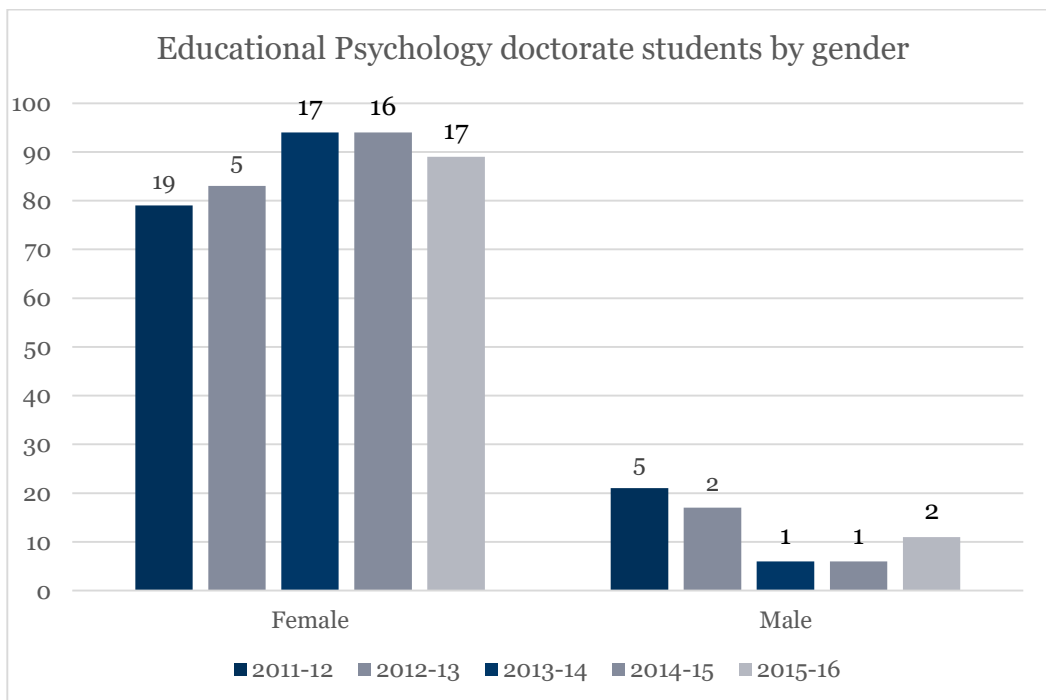


Figure 8. The percentage of female and male students on the professional doctorate in Educational Psychology. Absolute numbers are given at the tops of the bars.

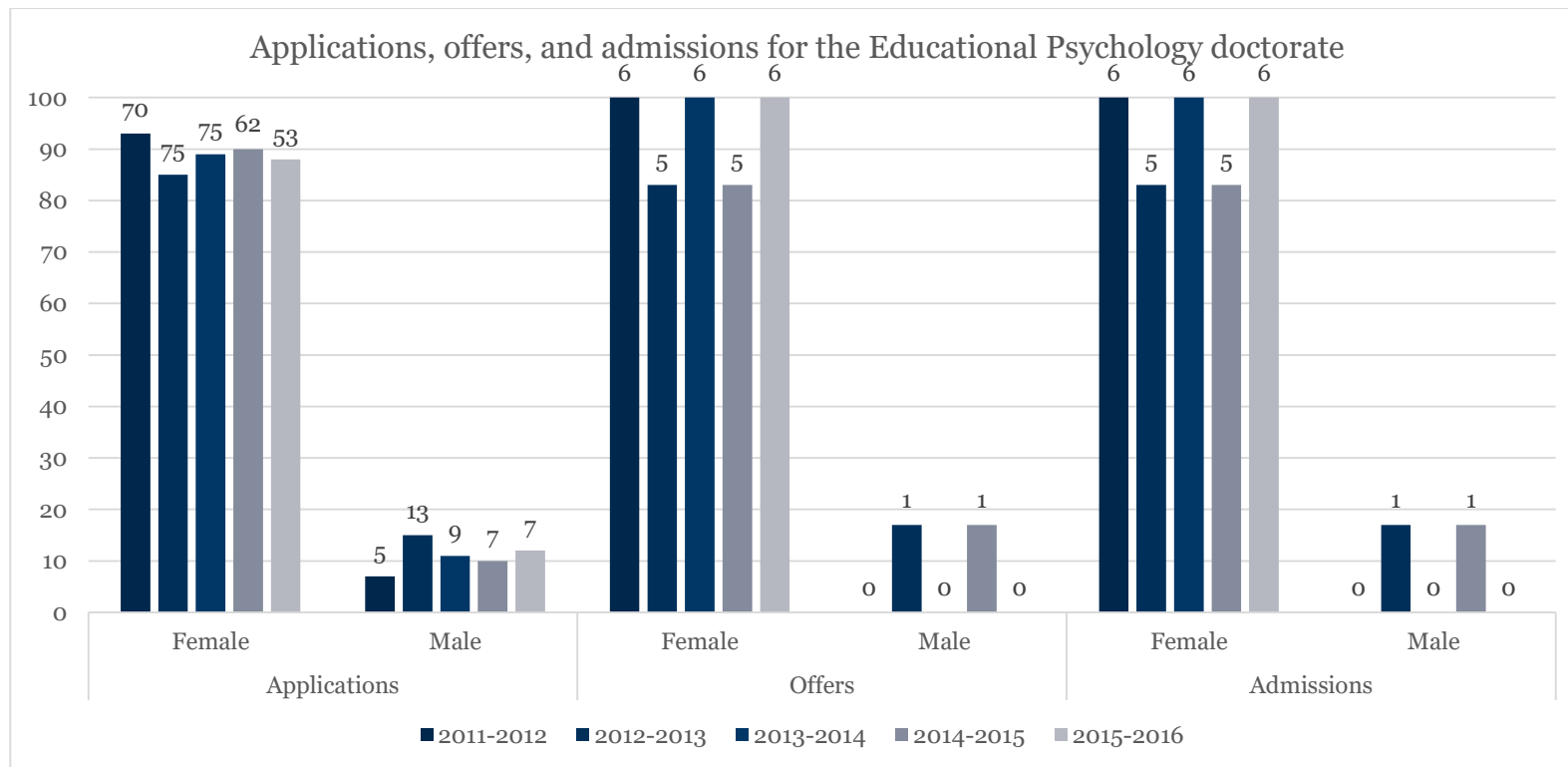


Figure 9. Percentage of female and male applications, offers, and admissions for the Educational Psychology doctorate. Absolute numbers are given at the tops of the bars.

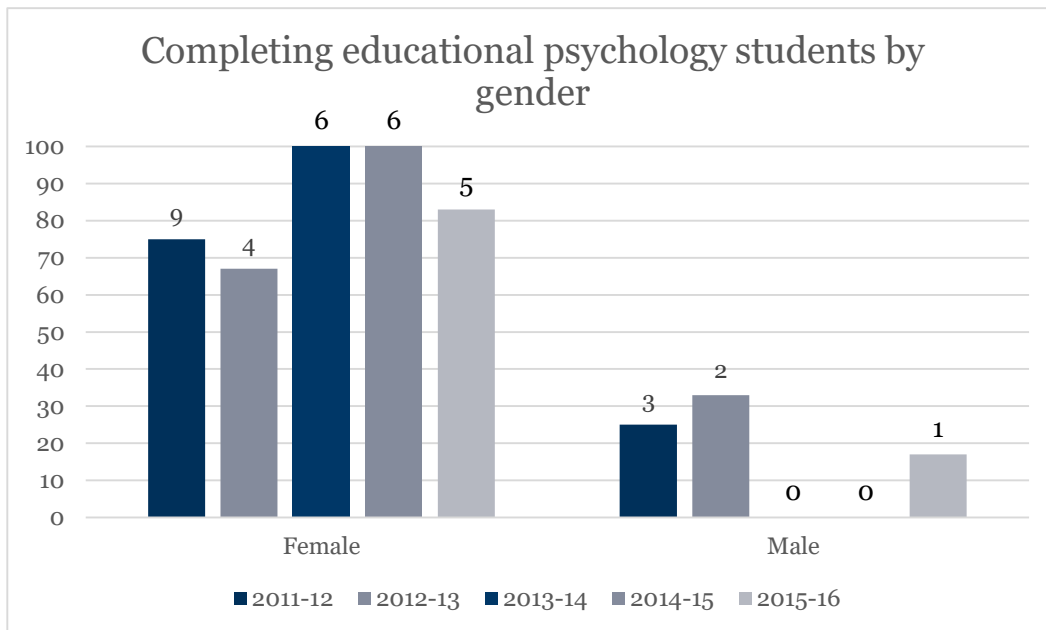


Figure 10. The percentage of completing female and male students from the Educational Psychology doctorate. Absolute numbers are given at the tops of the bars.

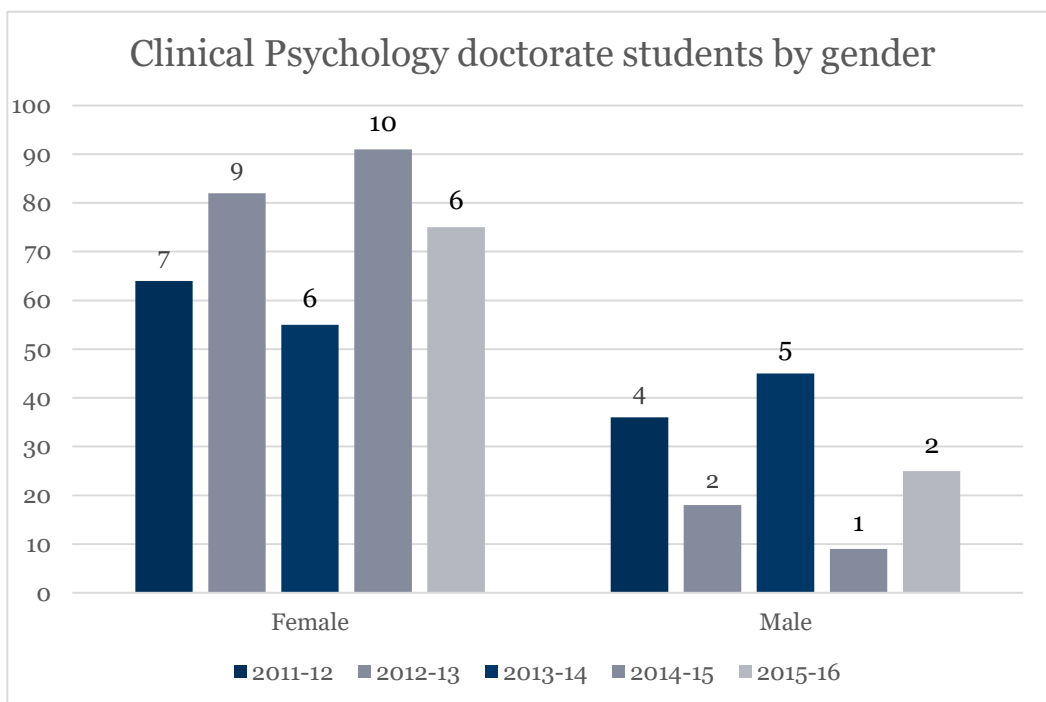


Figure 11. The percentage of female and male students on the professional doctorate in Clinical Psychology. Absolute numbers are given at the tops of the bars.

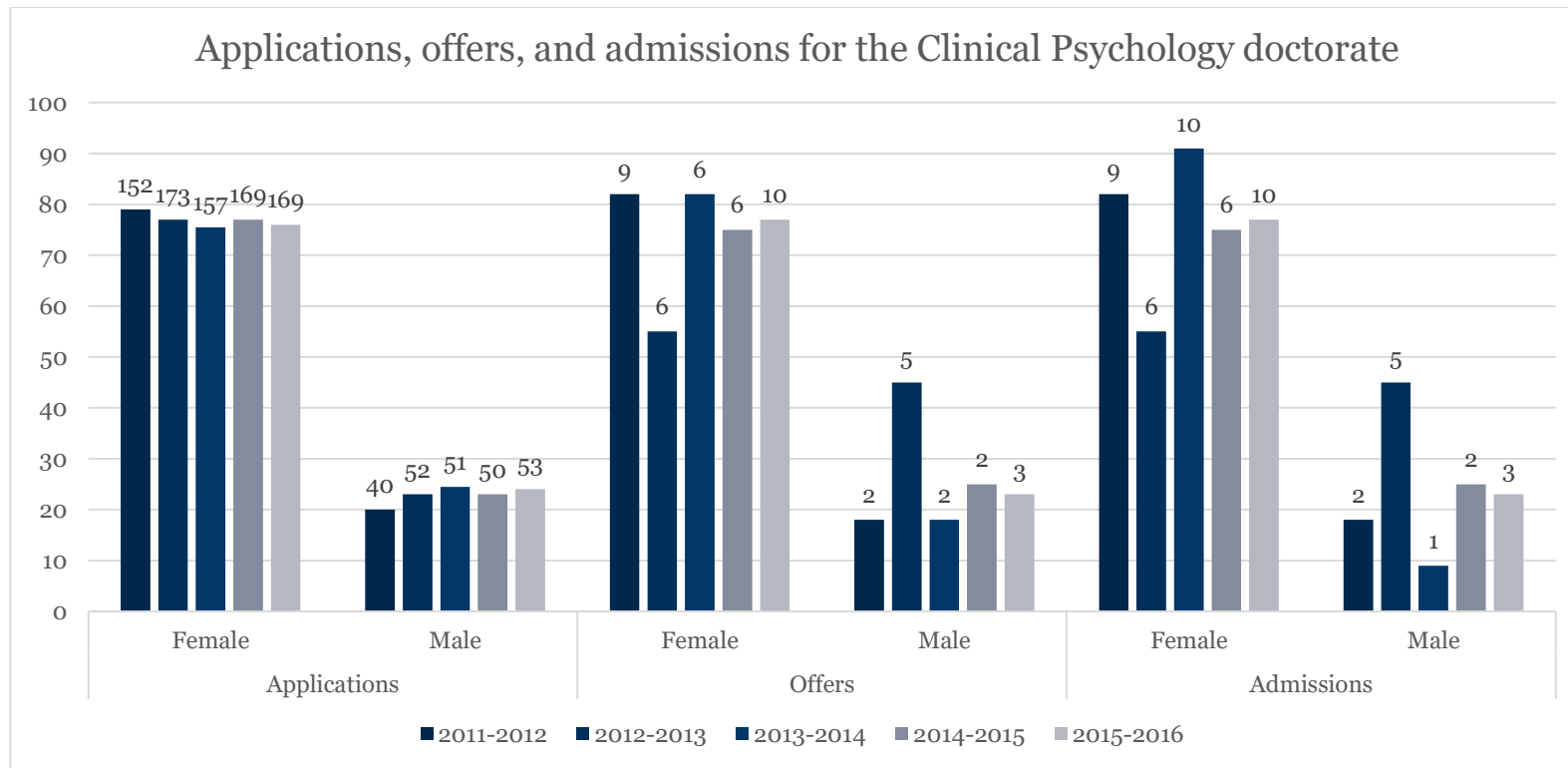


Figure 12. *Percentage of female and male applications, offers, and admissions for the Clinical Psychology doctorate. Absolute numbers are given at the tops of the bars.*

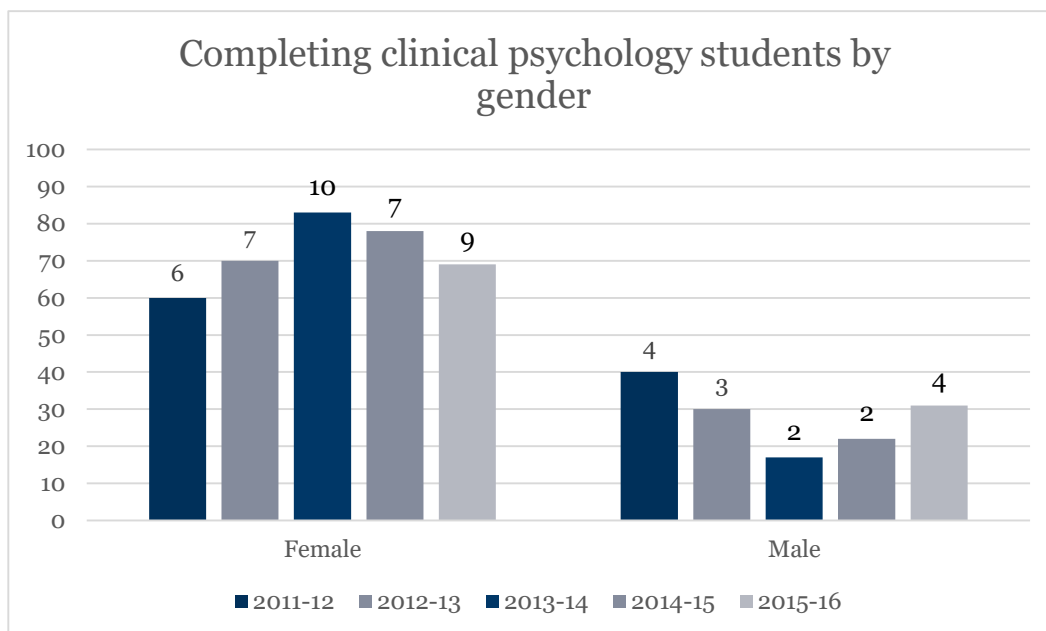


Figure 13. *The percentage of completing female and male students from the Clinical Psychology doctorate. Absolute numbers are given at the tops of the bars.*

Room for improvement

We will focus on increasing the number of males on our professional training courses, given that importance of ensuring more gender balance amongst professional psychologists.

Aim: Increase numbers of males on professional training courses

Actions: 4.1-4.3

(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time by programme. Provide data on course application, offers, acceptance and degree completion rates by gender.

Data and analysis: PGR

- **Figure 14** shows that females continue to be in the majority in our PhD community.
- The most recent statistics show 69% female. Although in the 4 previous years the percentage of females was lower than this, this is close to the **national benchmark of 76%**.
- **Figure 15** shows the gender data from applications through to acceptances. There is no evidence that either gender is disadvantaged through the admissions process; for the last academic year chi-squared

analysis also demonstrates a lack of an association between application stage and gender, $\chi^2(2) = 1.58, p = .45$.

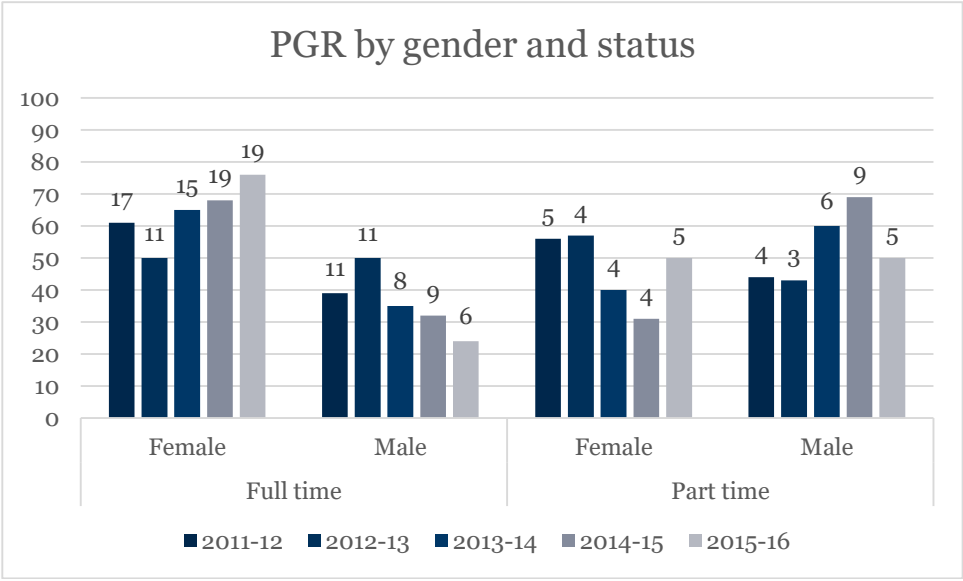


Figure 14. The percentages of PGR students who are male and female as a function of full-time/part-time status. Absolute numbers are given at the tops of the bars.

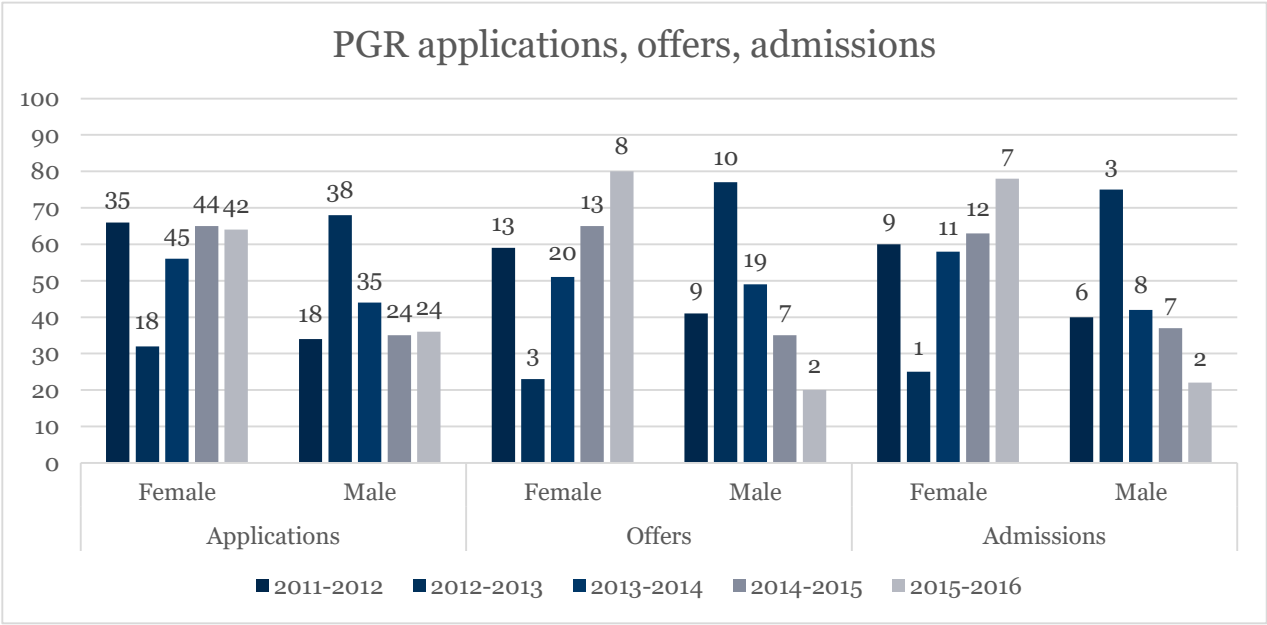


Figure 15. The percentages of PGR applications, offers, and admissions who are male and female. Absolute numbers are given at the tops of the bars.

Table 2 shows the numbers of students finishing each year who have completed within 5 years of first admission. There is no evidence of any gender-specific issues around completion times.

Table 2. *The numbers and percentages of students finishing each year who have completed within 5 years of admission. The total number of completions each year by gender is also given.*

Years	Females completing within 5 years	Males completing within 5 years
2011-2012	2 out of 5 (40%)	3 out of 3 (100%)
2012-2013	5 out of 6 (83%)	4 out of 4 (100%)
2013-2014	5 out of 6 (83%)	0 out of 1 (0%)
2014-2015	3 out of 4 (75%)	3 out of 5 (60%)
2015-2016	No completions	2 out of 4 (50%)

(v) **Progression pipeline between undergraduate and postgraduate student levels**

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

- There is no drop-off between UG and PGT courses in terms of the percentage of females. However, there is some drop-off between UG/PGT and PGR students (e.g., last year around a 10% drop) although chi-squared analysis indicated no significant association between level of study and gender, $\chi^2(2) = 1.8$, $p = .41$.
- The implications of any drop-off are not straightforward. On the one hand, drop-off brings us closer towards gender parity amongst students, which is desirable given that males are consistently in the minority, but on the other hand it also raises the question of whether it may have an impact further down the pipeline in terms of reducing the available candidates to progress into academic careers.
- Looking at our student data alongside staff data (see **Figure 1**), the first point at which females move to being in the minority is at Lecturer (Research and Education), and this persists into the Senior Lecturer/Reader category.
- As such, we believe that it would be appropriate to develop targeted actions aimed at increasing the number of females at the stages past PhD recruitment as the drop-off between UG/PGT and PGR numbers still leaves a healthy majority of females.

4.2. Academic and research staff data

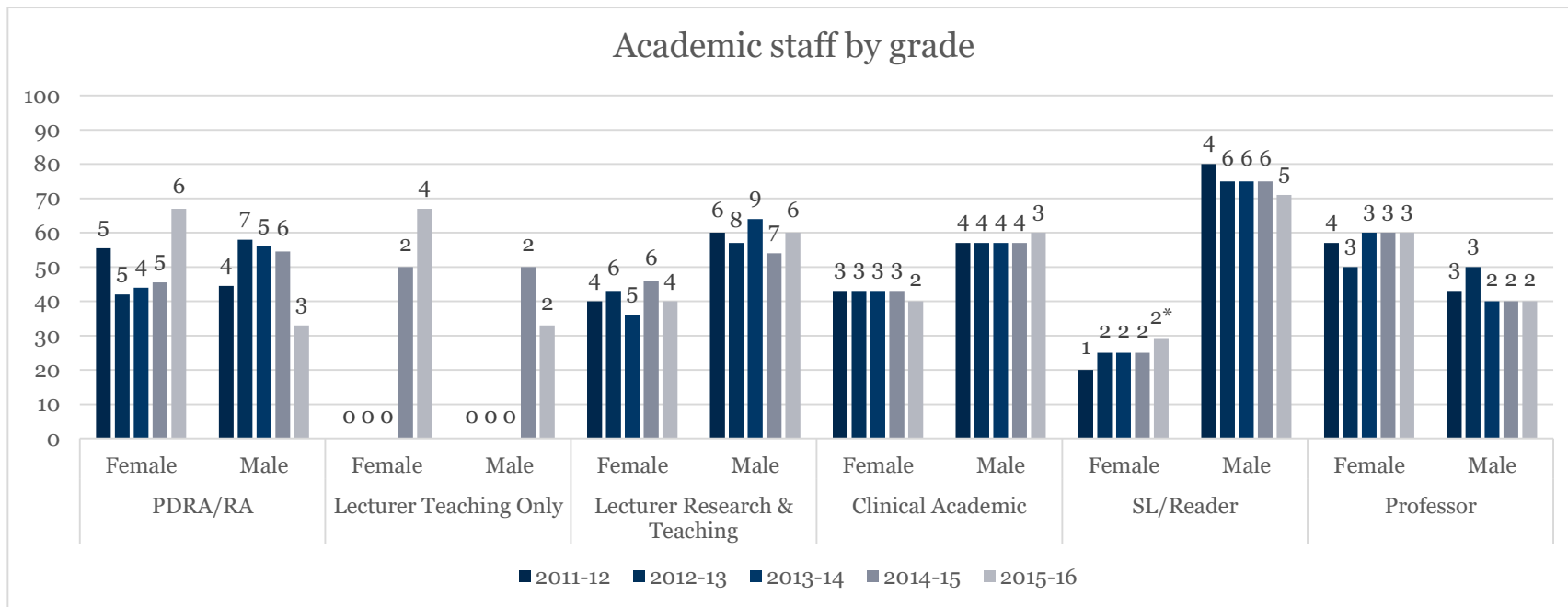
(i) **Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only**

Look at the career pipeline and comment on, and explain any differences between, men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Data: Staff

- **Figure 16** shows the percentage of female and male staff across all grades. We currently have more females than males in the PDRA/RA category, Lecturer (Teaching-only) and in the Professorial category (in the latter, 60% female against a **national benchmark of 33%**).
- Overall, we have exactly the same numbers of male and female staff.
- Note that the School introduced a new category of Lecturer (Teaching-only) in 2014-15.
- **Females are now in the majority in that role.**
- **The introduction of this category is a beneficial development, because it now allows for formal career progression for staff who have teaching-only roles; such staff are on the same salary scale and can now progress through promotion in the same manner as other staff, albeit with different criteria.**
- We are highly aware of the need to ensure such staff are as valued as staff on research and teaching contracts, given recent research on this issue (Gretton & Raine, 2017).⁷
- Put together with lecturers who have both teaching and research roles, we now have 50% females in lecturing posts; the **national benchmark is 63% female.**

⁷ Gretton, S., & Raine, D. (2017). Reward and recognition for university teaching in STEM subjects. *Journal of Further and Higher Education*, 41(3), 301-313.



**One of the females in the SL/Reader category is a Reader.*

Figure 16. The percentage of staff who are female and male as a function of grade/contract type. Absolute numbers are given at the tops of the bars.

Analysis: Staff

- While we are lower than the national benchmark in terms of staff at lecturer level, we have gender parity at this level.
- The larger number of women professors is due to the nurturing towards promotion of two females to professorial roles and well as recruitment of a female professor since 2010.
- The lower number of women in the SL/Reader category stems in part from fact that few women have been eligible for promotion in recent years due to being on probation; see 5.1 (ii) below.

Room for improvement

The most noticeable gender imbalance in our staff lies in the SL/Reader category, in which females remain in the minority.

Aim: Increase the percentage of females in the SL/Reader category.

Actions: 5.6

- (ii) Where relevant, comment on the transition of staff between technical and academic roles.

N/A

- (iii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by grade and gender

Comment on the proportions of men and women on these contracts.
Comment on what is being done to ensure continuity of employment, and to address any other issues, including redeployment schemes.

Data and Analysis: Fixed-term versus permanent contracts

- **Table 3** shows the numbers of academic staff on fixed-term and permanent contracts by gender (we do not use zero-hour contracts).
- There are consistently slightly more males than females on permanent contracts **although the differences have decreased in size since 2011-12.**
- We currently have more females than males on fixed-time contracts.
- All PDRA/RA staff are on fixed-term contracts associated with time-limited research grants.
- Aside from staff on PDRA/RA contracts, the majority of staff on fixed-term contracts are the Clinical Academics who deliver the professional training course. These staff are all part-time and work the rest of their time as professional clinicians. They are on fixed term contracts only because the University does not have permanent funding for these staff; it holds a 5-year Health Social Care Services contract to deliver the clinical course. The majority of staff within this programme are on their second renewal of this

contract; staff contracts are renewed automatically given the renewal of the funding contract.

- The introduction of the new category of Lecturer (Teaching-only) has been beneficial for staff on temporary teaching contracts; one male and one female member of staff on the latter type of contract have moved into permanent lecturing contracts as a result.
- Employees on fixed term contracts are automatically placed on the Redeployment Register six months prior to their contract end-date.
- Extensions of employment for existing employees within the School must be made, where possible, before a vacancy is declared.
- All relevant vacancies must be placed on the Redeployment Portal by the Personnel Department; this Portal advertises job opportunities solely for redeployees. Recruiting managers do not have the right to reject a redeployment unless the post requires specialist skills and/or qualifications and/or experience, which are not able to be matched.

Table 2. *The percentage of staff on fixed term and permanent contracts as a function of gender. The nature of the contract type is provided for each member of staff on a fixed-term contract.*

		Fixed term		Permanent	
		Female	Male	Female	Male
2011-12	% F/M	47%	53%	39%	61%
	Contract	5 PDRA/RA + 3 clinical academic	4 PDRA/RA + 4 clinical academic + 1 teaching-only	9	14
2012-13	% F/M	40%	60%	39%	61%
	Contract	5 PDRA/RA + 3 clinical academic	7 PDRA/RA + 4 clinical academic + 1 teaching-only	11	17
2013-14	% F/M	41%	59%	38%	62%
	Contract	4 PDRA/RA + 3 clinical academic	5 PDRA/RA + 4 clinical academic + 1 teaching-only	10	16
2014-15	% F/M	45%	55%	42%	58%
	Contract	5 PDRA/RA + 3 clinical academic + 2 teaching-only	6 PDRA/RA, 4 clinical academic + 2 teaching-only	11	15
2015-16	% F/M	59%	41%	44%	56%
	Contract	6 PDRA/RA + 2 clinical academic + 2 teaching-only	3 PDRA/RA + 3 clinical academic + 1 teaching-only	11	14

Room for improvement

It is important to ensure that we continue to move towards full parity in the numbers of females on permanent contracts. The main way this can be achieved is through continued recruitment of females into permanent positions.

Aim: Continue to ensure females are appointed to permanent academic appointments.

Actions: 5.1

(iv) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Data and analysis: leavers

- **Table 3** shows academic leavers. Information is provided annually by HR to the SAT on the reasons for departure.
- The large number of departures in 2011-12 was due to a voluntary redundancy scheme. Three professors have left in the last 5 years; two due to retirement (1M, 1F), and one to take up a post closer to her family home.
- Despite the departure of the two females, the number of female professors has remained constant due to a promotion and a further appointment.
- **It is clear from the table that women are not leaving in greater numbers than men.**

Table 3. *Academic leavers by grade and gender.*

	Female				Male			
	L	Clinical	SL/R	Prof	L	Clinical	SL/R	Prof
2011-12	2	0	0	0	0	0	4	0
2012-13	0	0	0	2*^	1*	0	0	0
2013-14	1*	0	0	0	0	0	0	1^
2014-15	1	0	0	0	1*	0	1*	0
2015-16	1*	1^	0	0	1*	1*	1^	0

Table note. Both clinical academic staff were part-time. All other staff were full time with the exception of one female professor who left in 2012-13.

*Key: #Left for medical reasons * Took up an academic post in another institution*

^ Retirement

(Word Count = 1,764)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: 7000 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for: applications; long- and shortlisted candidates; offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Data: Applications

- **Table 4** shows the proportions of males and females at application. Please note that not all grades of posts were advertised each year.⁸

Table 4. *The percentages of females and males who applied for posts as a function of grade. Absolute numbers of applicants are also shown.*

		Applications Received			
		Percentages		Numbers	
		Female	Male	Female	Male
2011-12	Researcher	51	49	40	39
	Lecturer/Senior Lecturer*	46	54	44	52
	Professor	75	25	3	1
2012-13	Researcher	67	33	4	2
	Professor	0	100	0	4
2013-14	Researcher	74.5	25.5	38	13
	Lecturer	67	33	47	23
2014-15	Researcher	61	39	44	28
	Senior Lecturer	42	58	5	7
2015-16	Researcher	78	22	32	9
	Lecturer	71	29	56	23
	Clinical Academic	57	43	8	6

**Table note. These posts were advertised as either Lecturer or Senior Lecturer posts*

Analysis: Applications

⁸ Please note that Queen's has changed the census date for recruitment data meaning that the data for the first two years do not exactly align with those reported in our previous application.

- In almost every case, more females than males applied for every type of post in every year (compare the first two columns of the table). **This is strong evidence that we have been successful in attracting females to apply to our School.**
- In our job applicant survey, 78% indicated that they were aware that the School had a Gold SWAN award and that it had made special efforts to support gender equality. **This is a very high awareness rating**, particularly given that this included applicants for non-academic posts.
- In addition, **30% indicated that this impacted on their decision to apply for the post; this shows a measurable impact of SWAN on our recruitment.**
- Associated survey quote: ***“The fact that it had policies on carer support was a draw. It has the SWAN award and this at least helped to affirm a visible support for females in STEM.”***
- There is only one case in which substantially more men than women applied: two professorial posts advertised in 2012-13.
- Two things should be noted.
 - First, **more females than males applied for a professorial post the previous year (and a female was appointed).**
 - Second, **two female senior staff led the search for applicants and personally approached potential candidates for these two professorial posts, taking care to approach at least as many women as men (Previous SWAN Action).** For one post, 71% of individuals approached were females, and for the other post 50% of individuals approached were female.

The recruitment brochure produced for this recruitment exercise contained information about SWAN within the School and **personalised staff profiles of staff members that emphasised the supportive and family-friendly atmosphere of the School.** Unfortunately, none of these females that we approached applied, and indeed no appointment was made to either post.

Data: Shortlisting, Offers, Appointments

- **Tables 5, 6, and 7** show the gender breakdown for shortlisted candidates, offers, and appointments.

Table 5. *Percentage of female and male shortlisted candidates as a function of grade. Absolute numbers are also shown.*

		Shortlisted			
		Percentages		Numbers	
		Female	Male	Female	Male
2011-12	Researcher	47	53	9	10
	Lecturer/Senior Lecturer*	45	55	17	21
	Professor	100	0	2	0
2012-13	Researcher	100	0	1	0
	Professor	0	100	0	1
2013-14	Researcher	82	18	9	2
	Lecturer	64	36	18	10
2014-15	Researcher	61	39	14	9
	Senior Lecturer	50	50	1	1
2015-16	Researcher	70	30	7	3
	Lecturer	80	20	20	5
	Clinical Academic	60	40	6	4

**Table note. These posts were advertised as either Lecturer or SL posts*

Table 6. *Percentage of female and male job offers as a function of grade. Absolute numbers are also shown.*

		Offers			
		Percentages		Numbers	
		Female	Male	Female	Male
2011-12	Researcher	33	67	2	4
	Lecturer/Senior Lecturer*	43	57	3	4
	Professor	100	0	1	0
2012-13	Researcher	100	0	1	0
	Professor	0	0	0	0
2013-14	Researcher	50	50	1	1
	Lecturer	88	12	7	1
2014-15	Researcher	60	40	3	2
	Senior Lecturer	0	100	0	1
2015-16	Researcher	50	50	1	1
	Lecturer	67	33	3	2
	Clinical Academic	100	0	2	0

** Table note. These posts were advertised as either Lecturer or SL posts*

Table 7. *Percentage of female and male appointments as a function of grade. Absolute numbers are also shown.*

		Appointments			
		Percentages		Absolutes	
		Female	Male	Female	Male
2011-12	Researcher	40	60	2	3
	Lecturer/Senior Lecturer*	43	57	3 [#]	4
	Professor	100	0	1	0
2012-13	Researcher	100	0	1	0
	Professor	0	0	0	0
2013-14	Researcher	50	50	1	1
	Lecturer	83	17	5	1
2014-15	Researcher	75	25	3	1
	Senior Lecturer	0	100	0	1
2015-16	Researcher	50	50	1	1
	Lecturer	67	33	3	2
	Clinical Academic	100	0	2	0

Table note. *These posts were advertised as either Lecturer or SL posts .[#]One of the females was appointed at Senior Lecturer level.

Analysis: Shortlisting/Offers/Appointment.

- **There is no evidence of any drop-off in the numbers of females at any stage.** Chi-squared analysis confirms this: we collapsed the data for the last three years across all post types and confirmed there was no association between appointment stage and gender, $\chi^2(3) = 0.04$, $p = 0.99$
- **All appointment panels in the last five years except for PDRA/RA appointments have been chaired by a female Head of School.**
- In total, 22 women and 14 men have been appointed over the last 5 years. Three of these were senior appointments (SL or Professor); of those 2 were women and 1 was a man. **Thus, we are confident that are procedures around recruitment are robust with regard to ensuring women are recruited.**
- Nevertheless, given the importance of continuing towards gender parity in permanent academic posts, we will continue to ensure females are attracted to our School.

Aim: Continue to ensure females are appointed to permanent academic posts in accordance with the merit principle.

Action: 5.1

(ii) Induction

Describe the induction and support provided to all new academic staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

- **Initial orientation.** All new staff meet the Head of School and the Director of Education at the start of their appointment. The Head of School also provides staff with a letter laying out their duties explicitly and the specific targets for that staff member for confirmation-in-post.
- **Induction training.** The University holds a half-day induction training course; there is a separate further course for contract research staff. Training includes an awareness session on equality and diversity. **Table 8** below shows the percentage of our current staff cohort (as of April 2017) who have attended university induction training. There is gender balance although the uptake could be higher; please note that our current staff cohort includes some staff who have been in post for many years.
- **Meeting staff.** Welcome coffee events are always held within a few weeks of arrival for all new staff, including PDRA/RA staff (**previous SWAN Action**), to enable them to meet School staff in an informal setting.
- The weekly staff bulletin (or an all-staff email) notes any new arrivals. International staff can take advantage of the University's "International Buddy" scheme that assigns staff a buddy to help them adjust to life here. Associated Staff Survey comment: *"The second month or so I got an 'international buddy' - who I am still friends with!"*
- **Staff handbook.** Staff are provided with a staff handbook (**previous SWAN Action**) which continues to be updated regularly. This provides detailed but concise information on all aspects of the School's operations. Associated Staff Survey quote: *"The staff handbook is a very useful resource"*.
- **Mentoring.** All academic staff on probation are allocated a mentor. This mentor meets with the staff member to help them through the confirmation-in-post period. The School reports to HR annually on the number and dates of these meetings, ensuring that mentors know they have an obligation to meet mentees. Mentors must also provide a report at the end of the confirmation-in-post period to the Head of School.
- **Reviewing effectiveness.** As stated above, the mentoring system is formally monitored although this does not include feedback from staff on its effectiveness. In our staff survey, we asked staff provide us with some feedback on their experiences which we will use to develop actions.

Table 8. *The numbers of staff members who have attended university induction training events as a function of contract type, along with the percentage uptake.*

	Number attended induction training		Total number currently in post		Percent uptake	
	F	M	F	M	F	M
Staff Category						
Academic	7	8	17	18	41.2	44.4
Research	3	1	4	2	75	50
Professional	2	2	4	5	50	40
Clerical	6	0	9	0	66.7	0
Technical	0	1	0	2	0	50
Totals	18	12	34	27	52.9	44.4

Room for improvement

- Only 50% of academic staff stated that they felt they had been explicitly informed about the School structures and their duties within it at induction.
- Further qualitative comments received from staff provide some more information about improvements that could be made.

Aim: Ensure staff feel supported and informed on arrival.

Actions: 5.2

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status.
Comment on how staff are encouraged and supported through the process.

Data: Promotions

- **Table 9** shows the numbers of promotion applications and successes by grade and gender.
- Very few staff have been promoted during the past five years; during the assessment period (2013-2016) there was only one promotion, from SL to Reader (a female).

Table 9. *The numbers of promotion applications and successes each year by grade.*

		Applications		Successes	
		Female	Male	Female	Male
L to SL	2011-12	0	2	0	2
	2012-13	0	0	0	0
	2013-14	0	0	0	0
	2014-15	0	0	0	0
	2015-16	0	0	0	0
SL to R	2011-12	1	0	0	0
	2012-13	0	0	0	0
	2013-14	1	0	1	0
	2014-15	0	0	0	0
	2015-16	0	0	0	0
To professor	2011-12	0	0	0	0
	2012-13	0	0	0	0
	2013-14	0	0	0	0
	2014-15	0	0	0	0
	2015-16	0	0	0	0
Totals	All years	2	2	1	2

Analysis: Promotions

- Lack of promotions is of particular concern because of the lower numbers of women in the SL/Reader category.
- The key reason for the low levels of promotion is our staff profile: we have a large number of junior staff who are either on probation (and hence unable to apply for promotion) or have just emerged from probation over the last two years.
- We examined the numbers of female staff who were eligible for promotion into the SL/Reader category. In the last round, there were only two female staff members who could have applied for promotion into that category, and one of those had recently been appointed into the Lecturer Teaching-only contract type.
- This indicates that the lack of applications from females for promotion is not due to reluctance from females to apply for promotion.
- Finally, although there are no applications for promotion to professor in the last five years, two females were promoted into this category since 2009.

Encouragement and support through the process.

- The issue of promotion is covered during appraisal, and specific information is provided by appraisers regarding current standards and the University's Academic Profile.

- Staff can apply for promotion annually, and the Head of School (HoS) notifies staff of this and proactively encourages staff to talk to the HoS before and during completion of any promotion applications. Other senior staff in the School who have been through the process provide input and support as required.
- We note that although we have had low levels of promotion, **all those who have applied for promotion have been successful in the last five years**; the one unsuccessful application in 2011-12 was followed by a successful application from the same female in 2013-14 following additional advice and support from the School.
- **This is evidence that the School is providing good support to those who apply.**
- However, we also recognise that more can be done to support staff thinking about applying for promotion and we aim to see further promotions as our junior staff progress.

Room for improvement

- We are optimistic that the figures around promotion can improve. Two further women have completed probation in the current academic year, and a further female is aiming to complete in 2017. These women will be proactively supported towards promotion.
- It is also important to ensure staff in the new Lecturer (Teaching-only) category also feel supported towards promotion.

Aim: Increase the number of promotion applications in general and more specifically promotions of females into the SL/R category. This includes supporting Lecturers with teaching-only contracts towards promotion.

Actions: 5.3, 5.4, 5.6

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data, by gender, on the staff submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

- We submitted 96% of our staff to REF, one of the highest rates nationally.
- Reflecting our gender balance at the time, 18 males and 9 females were returned.
- Only one staff member, a female, was omitted and formally classified by the University as a “strategic” submission (i.e., she had sufficient publications but these did not fit strategically with the School’s submission).

- In the RAE 2008, 12 males and 8 females were submitted. Two males were excluded for strategic reasons.

5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

- Induction for professional and support staff is similar to that described above for academic staff with two exceptions (i) specific targets are not set by the HoS and the initial meeting is usually with the School Manager (ii) such staff are not assigned a mentor.
- Staff new to the University have a six-month probation period that the School treats as a very supportive period for the new member of staff with regular, documented meetings with their line manager to ensure that all necessary initial training and support is put in place.
- **Table 8** above shows the uptake of the University's induction training for our current professional/support staff.
- There are no gender differences in level of uptake, although levels of uptake could be higher.
- We note though that the University has now introduced a mandatory induction course for all clerical staff consisting of 4 half days, which will increase levels of uptake.
- The effectiveness of induction has been measured by our staff survey;
 - **86% of staff stated that they felt there was a culture within the School that allowed them to ask questions about anything they were unsure about**
 - **80% stated that at induction they had been explicitly informed about the School's structures and their duties within it.**

Room for improvement

Although the majority of staff in this category are positive about their joining experiences, we believe there is some scope to improve this.

Aim: Ensure all staff feel supported and informed on arrival.

Actions: 5.1

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time

status. Comment on how staff are encouraged and supported through the process.

- Career progression is possible through two routes.
- First, staff can apply for a job at a higher grade. In the case of clerical staff, they apply to a boarding panel at a higher grade and if successful the member of staff is automatically eligible for any vacant posts at that higher grade.
- Second, a substantial change review can occur when the requirements of the School have changed allowing a re-grade of the role itself. Good performance does not in itself qualify staff for promotion but it is recognised through appraisal and discretionary awards schemes. In the last round, 3 females and 1 male were put forward for discretionary awards (results awaited).
- Staff are supported in career progression primarily through appraisal and training. We actively re-grade where possible; if a post becomes vacant we see if we can reorganise and provide opportunities for re-grading. Short-term vacancies are filled by acting-up of existing staff where possible. This gives staff experience of working at a higher grade which can help progress their career.
- **Table 10** shows how each existing staff member achieved their current grade. It can be seen from the table that we have been successful in supporting the internal career progression of 8 staff through re-grading or internal applications to higher grades.

Table 10. How each member of professional/support staff currently in the School achieved their grade.

Category		How grade achieved		
		Applied for higher grade post while already in the School	New to School	Re-graded within School
Academic related	Female	-	3	-
	Male	1	3	1
Clerical	Female	-	5*	4 [#]
	Male	-	-	-
Technical	Female	-	-	-
	Male	1	-	1
Grand Total		2	11	6

Table key. *2 part-time [#] 1 part-time; all others full time when grade achieved.

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department.

Provide details of uptake by gender, and how existing staff are kept up to

date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

- Most training is provided centrally by the Staff Training and Development Unit (STDU), which provides an exceptionally wide range of training opportunities. There is a programme of workshops on management and leadership as well as a 1:1 staff coaching service. It also provides a set of courses specifically for contract research staff that includes not just aspects of research skills but courses to support onward career development and planning.
- **Table 11** shows the uptake of STDU courses (total number of training events attended) for the last four years by academic/research staff. It is clear that (i) there is good, and increasing, uptake of training opportunities by staff and (ii) there are no issues around gender regarding uptake.

Table 11. *Number of training events attended by gender each year, as a function of contract type; absolute numbers of staff are ~40 each year.*

	2013-2014		2014-2015		2015-2016		2016-17 to March	
Nature of contract	F	M	F	M	F	M	F	M
Academic	20	37	44	42	58	62	32	27
Research only	1	3	11	1	8	7	10	5

- There is also a suite of online mandatory online training courses that include equality and diversity training.
- **To date, 90% of staff have completed this training.**
- Mandatory Unconscious Bias training has just been introduced (March 2017); 54% of our staff have already completed this training and uptake is being actively monitored by the School Manager.
- Training sessions have been organised by the School around specific areas depending on staff need and interest (e.g., Qualtrics, Socrative, Grademark) Although the STDU provides funding for staff to attend external training events, their funding schemes can run out of money. Thus, the School has provided additional funding to staff to attend external events, such as training in fNIRS and specialised statistics training.
- We organised a specific training event for female staff and PhD students around confidence-building (**previous SWAN Action**).

- Confidence-building is particularly important for our women given its role in determining career progress in academia (Howe-Walsh & Turnbull, 2016).⁹ This was delivered by a female trainer; **90% of attendees rated the training as Excellent or Good and 100% agreed that they would be able to apply the knowledge they had acquired.**
- Sample attendee comment: ***"I found this course useful in learning that other people who seem confident are not actually as confident as they appear, which makes you feel that everyone feels the same and we have nothing to be nervous about."***

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/development review training offered, and the uptake of this, as well as staff feedback about the appraisal/development review process.

- All staff are formally appraised annually, and there is **100% uptake of this by academic/research staff** ¹⁰.
- Appraisal covers every aspect of staff activities including contribution to student recruitment and public engagement.
- There is a 6-month mid-year review, which enables appraisers and appraisees to talk about progress to date. **Uptake of this is also 100%.**
- Appraisers are encouraged to record areas in which the appraisee's performance is particularly strong as well as areas for development, and a formal assessment of training and development needs is also made and recorded.
- In terms of training for appraisers, the EPS Faculty held a session for appraisers in 2015, and all four of the School's academic appraisers attended this.
- 68% of academic staff judged that the appraisal process was effective in developing their careers.
- Associated staff survey comment: ***"The most helpful aspect of appraisal for me is the opportunity to evaluate how the previous year went in terms of productivity, to identify areas in which I could do more (for example last year it was citizenship/public lectures, this year I did 3-4 lectures in the local community), to make a plan for the following year and to evaluate my opportunities and plan for promotion."***

⁹ Howe-Walsh, L., & Turnbull, S. (2016). Barriers to women leaders in academia: tales from science and technology. *Studies in Higher Education*, 41(3), 415-428.

¹⁰ Except for clinical academics who have part-time contracts and who are employed to deliver the clinical doctorate.

Room for improvement

Some staff survey comments echoed the long-standing tension in appraisal in higher education between its dual evaluative and development roles (Mills & Hyle, 1999)¹¹.

Some staff felt that the appraisal process could focus more on encouragement and recognition of achievement and there could be more targeted advice on promotion.

Aim: Ensure all staff feel supported in the appraisal system, particularly staff progressing towards promotion.

Actions: 5.7

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Academic staff

- All new academic staff are assigned a mentor whose role is to advise and support new staff. Associated staff survey comment: ***"It is helpful to have someone that doesn't know you that well evaluate your CV every 6 months or so. In meeting with my mentor, (s)he helped me focus on getting papers out that 'help tell my story' (and also focus on applying for grants)."***
- We attempted to roll out a mentoring programme for staff beyond the probationary period (**previous SWAN Action**). However, despite considerable publicity, there was no uptake of this. Our new **Action Plan** includes a more targeted approach working with staff emerging from probation.
- We note that female staff can participate in the Queen's Gender Initiative mentoring scheme specifically for women; 3 of our current staff have done so and 3 have acted as mentors in that scheme.
- The School also runs a Research Incentivisation Scheme (RIS) that supports research career development. Staff can apply for funds to support conference attendance, data collection, or other research-related purposes. Associated Staff Survey comment: ***"The RIS available to present at international conferences is VERY helpful."***

PDRAs/RAs

¹¹ Mills, M., & Hyle, A. E. (1999). Faculty evaluation: A prickly pair. *Higher Education*, 38, 351-371.

- Training needs of PDRAs/RAs are formally discussed when the staff member begins, and the supervisor must record these and report on any training undertaken at the end of the probationary period.
- The School has a dedicated PDRA advisor (**previous SWAN Action**) who meets with PDRAs/RAs regularly to advise and support them, and ensure that their interests are considered at School level.
- The School held two tailored training events in 2015 (**previous SWAN Actions**) for PDRAs/PhDs on (i) career development and (ii) securing funding. In a follow-up evaluation, 100% agreed that the first session was useful and 75% felt that were more confident about future career options; with regard to the second session, 91% agreed that the session was useful and 81% that they were more confident about finding funding sources.
- PDRAs are annually offered the opportunity to contribute to School teaching if they wish to do so to enhance their CV (**previous SWAN Action**).

(iv) **Support given to students (at any level) for academic career progression**

Comment and reflect on support given to students (at any level) to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

Undergraduate students

- The postgraduate tutor provides a talk on academic careers to undergraduate students as part of a final year module.

PhD students

- All incoming PhD students are assigned a mentor, and mentor meetings and events are held in the first semester. Mentors receive training in this role.
- Female PhD students and PDRA/RAs have been offered the opportunity annually for the last 5 years (**previous SWAN Action**) to attend an informal session with two female academics. At this session, any queries or concerns around academic careers are discussed.
- We delivered two School-based training events for all PhDs around career progression and grant funding, which were well received; see 4.3 (iii) (**previous SWAN Action**).
- We have delivered “where-to-next” sessions for PhD students 6 months from completion (**previous SWAN Action**); this is an opportunity to have a 1:1 session with a senior staff member who is not a supervisor to provide career advice.
- We launched an Internationalisation Scheme in 2015-16 to fund PhD students to visit a lab in another country (**previous SWAN Action**), in order to enhance their research networks. Eight of our students received grants from the School of up to £1000 for this purpose; 7 of these were female and 1 one was male.

- In a follow-up evaluation, **100% of students stated that they benefited from these visits and 100% judged that it had helped their career development.**
- Associated quote: ***"The experience gave me confidence as I was able to represent the university at an individual level across a series of week, and has left me feeling confident and excited to have the opportunity to continue to do so in the future. It has also opened my eyes to potential fantastic opportunities for collaboration."***
- Our Internationalisation Scheme was in response to a finding from a previous survey that female PhD students were less likely than male students to be willing to go outside Northern Ireland to progress their careers.
- We found in our recent repeat of this survey that **this gender disparity no longer exists**, but 52% of our sample nevertheless stated that they would not be looking for an academic position outside Northern Ireland after their PhDs (which will greatly restrict their academic career options). This is disappointing, and we will repeat the internationalisation scheme this year in the hope of improving these numbers.
- We analysed the career destinations of our PhD students (**previous SWAN Action**) to examine whether our actions to support female PhD students' career progression have been successful.
- This analysis showed that over the last five years, 61% of our female PhD students progressed to an academic research position or a lectureship position, and 71% of our male students did similarly.
- Almost all other students progressed into further training or took up posts as researchers in non-academic organisations.

Room for improvement

The repetition of our PhD survey for this application indicated that despite our actions to address this, there may still be gender differences in the 10-year career ambitions of PhD students.

Whereas 100% of males stated they wish to secure a lectureship, this was only the case for 63% of female PhDs.

Our new Action Plan will continue our actions around PhD support to ensure females progress into sustainable academic careers.

Aim: Support female PhD students towards sustainable academic careers.

Actions: 2.1, 2.2

(v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding, and what support is offered to those who are unsuccessful.

- The School offers an internal grant reviewing system. Two staff members read a draft and provide constructive feedback; we aim for a two-week turnaround. Internal grant review is mandatory for RCUK applications, and optional for other funders.
- **This scheme has proved very helpful for staff.**
- Associated Staff Survey comment: *“The times I have been able to use the internal review, I believe this has greatly enhanced the application (even if not successful). This policy should be continued and supported”*.
- To support grant applications to EU sources, the University’s EU Funding Manager runs a “hot desking” clinic with the School. She visits the School three times a semester for a morning to run drop-in sessions with staff looking for support and advice regarding EU applications.
- The School also runs its own Sharepoint database of previously-successful grant applications that staff can access.
- Over the last two years, we have been trying where possible to deliver “block lecturing” into one semester in order to facilitate clear periods of time for grant writing. We have not managed this yet for all staff, but we will continue to try to expand the breadth of this so that all staff can organise their teaching this way if they wish.
- With regard to unsuccessful grant applications, appraisers can discuss these with appraisees in their twice-yearly meetings.
- Staff can then be encouraged to consider if they can revise the application for another funder if appropriate.

Room for improvement

70% of respondents in our Staff Survey judged that they had sufficient support in putting together grant applications.

While it is encouraging that most staff feel supported, we will introduce further actions based on suggestions received from our staff.

Aim: Increase the number of staff who feel sufficiently supported in putting together grant applications.

Actions: 5.8

5.4. Career development: professional and support staff

(i) Training

Describe the training available to all professional and support staff, at all levels, in the department. Provide details of uptake by gender, and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

- Training is primarily provided through the University's Staff Training and Development (STDU) and includes training in personal and career development as well as a wide range of skills-based training.
- Importantly, leadership is also encouraged through the Developing for Success programme which is designed for those in middle management. There is also a Leadership programme designed for Senior Professional Services managers.
- Specialist training is also encouraged and in some instances funded by the School. For example, a 2-day residential course was recently attended by one of our technical support staff.
- Training is monitored and encouraged through the appraisal process. Professional support staff are required to attend at least 2 full days training a year and 5 days is considered the norm.
- Associated staff quote: ***"The training within Queen's has most definitely helped with my career progression and has been essential in helping me progress through the grades."***
- **Table 12** shows the uptake of training events for support staff. It can be seen from the table that uptake of training is generally excellent, particularly for clerical and professional staff.

Table 12. Number of training events attended by professional/support staff by gender and contract type. Absolute numbers of staff total ~17-19 each year.

	2013-2014		2014-2015		2015-2016		2016-2017 (to March)	
	F	M	F	M	F	M	F	M
Contract type								
Professional	10	25	7	36	18	35	11	10
Clerical	38	-	27	-	57	-	28	-
Technical	-	6	-	5	-	11	-	4

(ii) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff, at all levels, and provide data on uptake by gender.

Provide details of any appraisal/development review training offered, and the uptake of this, as well as staff feedback about the appraisal/development review process. Support given to professional and support staff for career progression. Comment and reflect on support given to professional and support staff to assist in their career progression.

- **There is a 100% uptake of both the annual appraisal and the 6-month appraisal review for staff.**
- The School's appraisers of professional and support staff have completed the appraisal training run by the STDU.
- **Appraisal is viewed very positively by these staff: 87.5% judge appraisal processes to be clear and the same proportion judge appraisal to be effective in helping them develop their career.**
- Associated comment: *"It is helpful to have clear, dedicated time with a senior member of the School to discuss responsibilities, issues, career development and so on."*
- As shown in **Table 10** above, the opportunities provided for training and acting-up alongside supportive appraisal have enabled a substantial proportion of staff in this category to progress to a higher grade within the School.
- **88% of staff in this category stated that they felt supported and understood the processes involved in developing their careers.**
- Associated comment: *"My manager is helpful at encouraging and opening up opportunities for me to develop within the School."*

5.5 FLEXIBLE WORKING AND MANAGING CAREER BREAKS

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

- Professional and support staff have a handover period prior to their maternity leave period that ensures that they can go on leave confident that their duties are covered.
- Academic staff meet with Head of School before going on maternity leave to discuss their plans.
- To support staff and students planning or considering parental leave, Professor Turner recently ran a successful workshop for staff and PhD students, as part of the series of events organised by the SENSE network.
- She invited speakers to explain all aspects of policy, procedure, and support within the University around maternity leave and childcare.

- Feedback from this workshop was very positive, with 92% judging it had been worth attending.
- Associated comments: ***“The workshop provided some great information and also made me aware of the people I can contact in relation to parental leave in the future”;***
- ***“Good arena for discussion, made me aware of more of what I would be entitled to.”***

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

- The Head of School applies to the University Maternity Cover fund when any type of staff member goes on maternity leave. This allows for coverage of the staff duties during staff leave; any funds are used to allow women anxiety-free maternity leave and this ensures that work is not merely postponed until the woman returns from maternity leave.

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

- Since our first SWAN application in 2009-10, the School has had a policy for all academic staff with teaching and research contracts to have **6 months free of teaching on return from such leave, to allow them to focus on re-establishing their research.**
- This is particularly important because unlike in some sciences, Psychology is a discipline where staff do not necessarily work in large teams and thus may be less able to maintain a publication record while absent (Hardy et al. 2016).¹² **This policy is always applied, and its benefits are seen in our first case study.**
- Whether a staff member has returned from such leave has also been considered formally in the allocation of PhD studentships that the School has to distribute (**previous SWAN Action**).
- The School also has a policy of always facilitating **phased return to work of academic staff members (previous SWAN Action)**.
- **Such staff can return on a part-time basis if they wish, and the School commits to enabling them to return to full-time work whenever they are ready.**

¹² Hardy, A., McDonald, J., Guijt, R., Leane, E., Martin, A., James, A., ... & Green, B. (2016). Academic parenting: work–family conflict and strategies across child age, disciplines and career level. *Studies in Higher Education*, 1-19.

- The School recently agreed to ensure that professional/support staff who move to part-time contracts after a period of maternity leave **will also be able to return to full-time work whenever they wish.**

(iv) **Maternity return rate**

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

- In the last five years, we have had 8 instances of maternity leave amongst academic staff and 1 instance amongst professional staff.
- **This is a 100% return rate for both categories.**
- There have been no instances of staff not having their contracts renewed during maternity leave.
- **Table 13** shows information on the proportion of staff remaining in post after each time period.

Table 13. *Staff in post after 18, 12, and 6 months of return from maternity leave.*

Time period	
18+ months	5 academic & 1 professional
12+ months	2 academic These two staff left the School a year after returning from leave, one to take up a post elsewhere near her partner
6+ months	1 academic This staff member is still in the School but she is now on a second maternity leave

- In our staff survey, 90% of staff stated that they found the School's procedures around maternity leave to be supportive.
- Associated comment ***"I have found this School to be very accommodating in this regard. All my managers have been very supportive."***

Room for improvement

Policies have been focused primarily on academic staff with both teaching and research contracts. We plan to add new policies to broaden this support.

Aim: Broaden policies around maternity leave to be more inclusive.

Action: 1.2

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

- **Table 14** shows the uptake of paternity leave and dependant leave. To the best of our knowledge, all staff entitled to paternity leave have taken it. Both male and female staff have taken dependant leave, although the numbers are small. No male staff have taken shared parental leave, although in our workshop for staff on parental leave we explained this entitlement.

Table 14. *The numbers of staff taking either paternity leave or dependant leave as a function of role/grade. Grade 4 is a support staff grade. Please note that we do not have data for professional/support staff before 2015 as it was not previously a SWAN requirement. Note also these data are provided by calendar rather than academic year.*

	2012	2013	2014	2015	2016
Paternity leave	1 PDRA	None	3 Lecturer	1 Lecturer 1 SL 1 PDRA	None
Dependant leave	None	None	None	1 F Grade 4	1 M professor 1 F Grade 4

(vi) Flexible working

Provide information on the flexible working arrangements available.

- One female academic staff member at SL level applied successfully for formal flexible working arrangements in 2014, and one member of professional staff did so in 2015.
- No other academic staff have formal flexible working arrangements, primarily because their hours are already flexible.
- Such staff are free to work from home as they wish providing they are appropriately available for meetings and teaching/student contact.
- Note that the School has informal flexible working arrangements with a number of its professional/support staff (e.g., to facilitate dropping of children at school).

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

- All academic staff (and now all professional/support staff) who return part-time following maternity leave are able to phase back into full-time work at a timetable that suits them (**previous SWAN Action**).
- The staff member discusses with the Head of School whenever they want to increase their hours, and there is genuine flexibility over the pace at which this increase happens.
- The School is then careful to adjust the workload of the staff member sensitively depending on their hours.
- We have one academic staff member who has adjusted her working hours flexibly after two maternity leaves and then gradually increased them. The School is committed to allowing her to return full-time whenever she wishes.
- This staff member successfully applied for promotion over this period, and her adjusted hours were considered carefully when the School wrote its recommendation for the promotion committee. We also have a member of professional staff who went part-time after maternity leave and we have committed to allowing her to return full-time when she is ready.

5.5. Organisation and culture

(i) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

- **Table 15** shows the total number of staff attendances at recruitment events for a four-year period. Both male and female staff contribute extensively to such events.
- Both male and females UG/PGR students participate in Open Day events. For the 2016 Open Day, 2 (29%) of these were female and 5 (71%) were male; we do not have data from previous years as this was not a previous SWAN requirement.
- A regular email is sent round to staff indicating who has offered to attend specific recruitment events and flagging any gaps in coverage. This means staff are aware of who is contributing to these events, encouraging all-staff participation.
- Recruitment activities, and outreach activities more generally, form an explicit part of academic staff appraisal each year and staff must list their contribution. Staff at all levels are expected to contribute.
- We are currently developing a new workload model that will include a “citizenship” category that will capture such activities.

Table 15. *Staff attendance at recruitment events (total number of staff attendances at multiple events), by year and gender. Final column shows the number of individual School tours given by a male staff member who is responsible for this duty.*

	Female	Male	School tours, Male guide
2013-14	25 (47.2%)	28(52.8%)	23
2014-15	44 (57.1%)	33(42.9%)	15
2015-16	9 (34.6%)	17(65.4%)	3
2016-17 (to date)	10 (52.6%)	9 (47.4%)	0

Table note. Please note that falling overall numbers are due largely to many recruitment activities being taken over at Faculty level and the Faculty strategy to organise regional hub events rather than individual school visits.

(ii) **Visibility of role models**

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

- **Table 16** shows the gender breakdown of speakers in our seminar series for the last three years. **There are notably more women than men in each year.**

Table 16. *Number of seminar speakers by gender*

	Female	Male
2014-2015	11	8
2015-2016	17	8
2016-2017	17	6

- The School has particularly strong female role models in senior positions, including our female Dean within the EPS faculty and our female Director of Research.
- Our females have been very prominent in university publications and showcase events.
- Associated staff survey comment: ***"We have a number of strong, female professors who are good examples of what we are aiming for personally as academics, which I think is in part due to psychology, but also unique to our School."***
- In our PhD survey, **100% of respondents agreed that senior women were used prominently as role models by the School.**

- Associated PhD survey comment: ***“I like the women supportive community in my school - great role models to learn from and follow.”***
- We have also conducted an analysis of the numbers of images of males and females on our website; see **Table 17**.
- What is striking is that images of females dominate all sections of our website. While this is a positive with regard to attracting female staff, we are concerned that the sections likely to be accessed by potential students do not have sufficient male role models.

Table 17. *The numbers of images of females and males in each section of our website.*

Section	Female	Male
Home page	5	3
Studying at the School	16	13
Research	39	16
International connections/students	13	10
Business links	29	9
Other pages	52	38

Room for improvement

Given the underrepresentation of males in our student cohort, it is important to increase the proportion of images of males in our website, and indeed in our recruitment materials more generally.

Aim: Attract more male students.

Actions: 3.1, 3.5, 4.1, 4.5

(iii) Beacon activity

Demonstrate how the department is a beacon of achievement, including how the department promotes good practice internally and externally to the wider community.

The School takes very seriously its role as a beacon both internally within the University and nationally within the discipline and beyond.

Externally

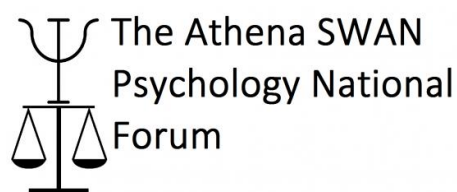
- Since our last application, Professor McCormack has delivered 6 talks on her experiences regarding SWAN to staff from other institutions. One of

these talks was videoed and made available online at the University of Bournemouth; it has been viewed over 600 times. She also voluntarily provided written feedback on two applications for other departments.



Professor McCormack (second from left) visits the University of Ulster to talk at their Athena SWAN awareness event.

- Our previous Head of School, Professor Craig, delivered an additional external talk at the University of Stirling and sits on the SAT for the Faculty of Education, Health, and Wellbeing in the University of Wolverhampton in an advisory capacity.
- Along with colleagues from Royal Holloway and UCL, Professor McCormack has set up a national network for psychology departments known as ASPON (Athena SWAN Psychology Network). This network has its own website and Twitter feed. ASPON is founded on the belief that progress in gender equality can best be made within the discipline by departments working collectively.



The ASPON logo.

- Together with our partners, we have held two one-day workshops, one in 2016 and one in 2017, each attended by 40-50 representatives from other psychology departments.



Dr Sean McWhinnie talks on Demystifying Athena SWAN at the ASPON workshop in February 2017.

- These workshops have helped set the agenda for SWAN within the discipline, and at the last workshop we set up national working groups that are now ongoing and focused on (i) developing resources on implicit bias that are appropriate for an audience of psychology staff and students, bearing in mind that much of the research in this area has been done by psychologists and (ii) developing resources that can be used by all departments, including a staff survey that departments can then use to benchmark themselves nationally.
- **100% of participants judged our last workshop to be useful and 100% stated that the presentations were interesting and informative.**
- Associated quote. ***“Very informative with useful guidance about Athena SWAN related issues both from form-filling to projects. An enjoyable day!”; “Outstanding! Thank you!”***
- Professor McCormack has been invited to write an article on SWAN for *The Psychologist*, a professional magazine published by the British Psychological Society with an average readership of over 67,000. This article has now been accepted by the magazine for publication.

Internally

- Professor McCormack has delivered 3 briefing sessions on implicit bias to other audiences within University (staff and students).
- Dr Latu, whose expertise is the Psychology of Gender, has delivered a session on Imposter Syndrome to the School of Medicine and Dentistry and two additional sessions on implicit bias for the EPS faculty
- Associated attendee comment from one of the latter sessions: ***“I thought it was excellent. There were many questions and a very interesting discussion afterwards. It gave a very thoughtful insight on the actual research that is done re. Unconscious Bias.”***
- The School of Psychology’s female PhD students hosted a lunch event for female PhD students from across the EPS faculty, at which an external visitor, Dame Vicki Bruce, led a lively discussion on gender and academic

careers. This was attended by 24 PhD students from across all EPS Schools. We have now been promised additional Faculty funding to hold such lunches twice a year.

- Professor McCormack and Professor Turner both spoke at the Queen's Gender Initiative workshop for female staff on ***"How to be a professor by the time you are 40"***.



Dame Vicki Bruce (centre), one of the UK's leading psychologists, visits Queen's to deliver the Queen's Gender Initiative Annual Clare MacMahon lecture and chair a discussion on women's careers in science for female PhD students across the EPS faculty.

(iv) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

The School has made every effort to be a workplace that incorporates the Charter principles. It is not possible to go through each of the ten Charter principles, but we give two examples below.

Charter principle: Mainstreaming sustainable structural and cultural changes at advance gender equality.

- We have introduced long-term changes to ensure that the School is a family-friendly working environment, and one in which staff feel they can have an appropriate work-life balance. We are highly aware of the effect

that family-friendly environment can have on retention of female academics, particularly amongst more junior staff (Moors et al., 2014).¹³

- For the last three years, we have operated an email policy according to which staff are requested not to send emails to other staff at the hours outside 7am-7pm, nor at weekends and to only reply to emails 9am-5pm; **70% of staff judged themselves to benefit from this policy**. All students are informed of this policy and asked to respect it.
- Staff now have a “teaching and meeting free” Friday, to facilitate them in having clear time to progress their research or scholarship. No teaching sessions or meetings are organised on Fridays, and staff are able to work at home if they wish.
- Staff are able to request where feasible to have their lectures scheduled at times that would allow them to manage their childcare responsibilities (**previous SWAN Action**).
- For the last two years, we have organised a Family Christmas party for the children of staff and PhD students and their partners. We transform a teaching space into a play space and Santa comes to visit. In 2016, we had 19 children at our party.



Santa visits our Family Christmas party organised by the SAT.

- For the last five years we have organised a termly women’s lunch to which all female staff (academic and professional/support) and PhD students are invited (**previous SWAN Action**), providing an opportunity for networking amongst female staff and students.

¹³ Moors, A. C., Malley, J. E., & Stewart, A. J. (2014). My family matters: Gender and perceived support for family commitments and satisfaction in academia among postdocs and faculty in STEMM and non-STEMM fields. *Psychology of Women Quarterly*, 38(4), 460-474.

- Finally, sustainable cultural change around gender is difficult and requires a multifaceted approach (Declich, 2011).¹⁴ This includes addressing any unconscious bias or stereotypes that may be shaping the existing culture. In a step to address this, we ran a session for all staff on a School Away day that involved a description and critical evaluation of existing research literature on the role that gender bias may play in hindering women's academic careers. This research-based approach enabled staff to engage with the issue reflectively, as academics assessing the evidence.

Charter Principle: Commitment and action from all levels of the organisation and in particular active leadership from those in senior roles.

- The functioning of SWAN within the School and the University embodies the charter principle, in that there is a clear and long-established path of reporting upwards from School level, through the SWAN Champions group to the SWAN Steering Group (composed of senior members of the university) and then to the Vice Chancellor.
- This has yielded strong engagement from the most senior members of the university.
- Queen's Gender Initiative sits independently within the organisation to support women at all levels, and its Director reports directly to the Vice Chancellor.
- Professor McCormack has taken an active leadership role at all these levels since our last application, serving previously as chair of the Champions group, sitting on the Steering Group, and reporting directly on gender issues to the Vice Chancellor as Acting Director of the Queen's Gender Initiative in 2014.

Room for improvement

We have not in the past attempted to embed gender equality in the curriculum for UG and PGT students. Reaching all levels of the organisation requires doing this.

Aim: Raise awareness of gender equality issues and equality and diversity more broadly amongst our UG and PGT population.

Actions: 1.8, 1.9

¹⁴ Declich, G. (2011). WHIST: *Guidelines on Gender Diversity in Science and Technology Organisations*. European Commission.

(v) **Timing of departmental meetings and social gatherings**

Describe the consideration given to those with caring responsibilities and part-time staff when scheduling departmental meetings and social gatherings.

- All key School meetings (all committees, School Board etc.) are scheduled between 9.30am and 4pm (**previous SWAN Action**). All such meetings are entered into a shared School diary at the start of the academic year, and there are no exceptions to this scheduling.
- **85% of staff in our survey agreed that our core hours policy benefits their home life.**
- Our weekly Thursday seminars are held at 1pm with a lunch beforehand at 12.30. This allows staff with childcare and caring responsibilities to attend.
- In terms of social events, we have informal staff coffee every morning at 11am.
- The vast majority of School social events are held within core hours, such as our Welcome Coffee Mornings for all new staff and our annual Christmas lunch.

(vi) **HR policies**

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

- We ensure consistency in the application of these processes by working closely with colleagues in Human Resources.
- The School has a Faculty HR business partner assigned who meets with the Head of School and the School Manager for “sweep” meetings on a six-weekly basis.
- These meetings are used to ensure School management is informed on HR policies and to discuss and provide advice on any issues including grievances and disciplinary processes. They are also used to ensure that practices and policies are closely aligned, and this is monitored carefully by HR.
- In addition, Professor McCormack is a trained Harassment Advisor and acted in this capacity over the last five years (although she has recently stepped down). This has enabled her to provide advice and informal mediation for staff both within and externally to the School.

(vii) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

- We set up a workload model as part of our **Action Plan** in our original application in 2009-10.
- This model captured all aspects of teaching activity in detail, as well as administrative duties and an indication of research commitments and activities (e.g., PhD students/PDRAs supervised, grants, publications).
- It captured the academic year retrospectively and could be used to adjust loads in the subsequent year.
- Our first analysis (reported in our 2013 application) indicated that women were shouldering more administration and teaching than men. **We aimed to use the workload model to ensure that this pattern was reversed (previous SWAN Action).**
- We used this model to carry out a gender analysis on teaching and administration loads for 2013-14 and 2014-15 (**Table 18**).
- In 2013-14, we again found that females had a somewhat higher average teaching and administration workload than males, but the differences were not statistically significant.
- In 2014-15, the pattern of gender differences changed, although again the differences were not statistically significant.

Table 18. *Out-workings of the workload model by gender.*

	Average Teaching Units			Average Administration Units		
	Female	Male		Female	Male	
2013-14	536	507	$p = .80$	172	84	$p = .10$
2014-15	613	557	$p = .73$	140	203	$p = .58$

Table note. p values from independent samples t -tests. Teaching includes UG and PGT duties including all marking but not PGR supervision.

- At the end of 2015-16, a new Head of School was appointed, and it was agreed that a new workload model was required – one which included a more diverse range of activities (including “good citizenship”).
- A re-evaluation was also required of the workload associated with administrative roles that had changed over time. In addition, the outworkings of the previous model were never transparent (i.e., staff did not see an anonymised list of all other staff workloads).

- Due to the development of the new model, for 2015-16 and for the current academic year we analysed only the amount of teaching delivered as a function of gender, and we found similar average amounts for males and females; see **Table 19**.

Table 19. *Teaching loads as a function of gender.*

Average Lecturing/Seminar Load				Average Project Supervision Load		
	Female	Male		Female	Male	
2015-2016	49	46	$p = .79$	9.9	9.1	$p = .64$
2016-2017	44	40	$p = .70$	10.8	9.6	$p = .57$

Table note. p values from independent samples t-tests.

- The new workload model is under development, to be rolled out to capture activity during the current 2016-17 academic year. Its parameters were discussed at the last School Away Day, and all staff have been requested to provide input.
- In our Staff Survey we examined staff opinion on the development of the new model and there were some positives (e.g., 68% of staff agreed that they understood the purpose of having a workload model and appreciated it as a supportive organization tool).
- Associated staff comment ***“It's reassuring to see the school take a considerable interest in the specific workloads staff encounter in their duties. The scale of the project suggests it is being taken seriously and with care.”***
- However, a number of staff commented on the importance of having a fully transparent model this time round.

Room for improvement

A direct consequence of our involvement in SWAN has been the development of our first workload model. While this has been beneficial and informative, in particular in allowing us to monitor and address gender differences, this model needs updated and its scope broadened. The outworkings also need to be made transparent.

Aim: To enhance our workload model and ensure that staff believe it is fair and transparent.

Action: 5.9

(viii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women or men.

- **Table 20** shows the number of males and females on each of the four key committees as a function of type of staff.
- The Management Committee is the most influential committee.
- Membership of this committee is determined by staff role, and its gender balance thus depends on the gender of the staff occupying those roles. It currently comprises of the Head of School, Director of Education, Director of Research, School Manager and Office Manager (both representing professional/support staff), plus an academic staff representative.
- It has shifted from having more females to having more males primarily because of the change in gender of the staff representative, School Manager, and Head of School.
- Committee membership of the Education committee is also determined by staff role, and includes all year tutors and representatives from all postgraduate courses (hence its large size).
- The Research Committee is comprised of the Director of Research, the PhD tutor, the PDRA advisor, the Impact champion, the School Manager, and a PDRA representative, and the Research Support Administrator.
- The Ethics Committee is comprised of staff across the School's different areas of research who have sufficient administrative capacity to take on its large workload.
- **Our judgment is that women are adequately represented on all committees, although we will continue to monitor the gender data.**

Table 20. Membership of the School's committees by gender.

	2012-13		2013-14		2014-15		2015-16		2016-17	
	F	M	F	M	F	M	F	M	F	M
Management committee										
<i>Academic</i>	5	2	3	2	2	2	3	2	1	3
<i>Prof/support</i>	1	0	2	0	1	1	1	1	1	1
Total	6	2	5	2	3	3	4	3	2	4
Education committee										
<i>Academic</i>	3	5	2	5	2	7	3	8	6	6
<i>Prof/support</i>	2	0	2	0	1	1	2	1	2	1
Total	5	5	4	5	3	8	5	9	8	7
Research committee										
<i>Academic</i>	3	3	3	5	1	4	5	1	3	2
<i>Prof/support</i>	1	0	2	0	1	0	1	0	1	1
Total	4	3	5	5	2	4	6	1	4	3
Ethics committee										
<i>Academic</i>	2	3	2	3	1	4	1	4	1	4
<i>Prof/support</i>	1	0	1	0	1	0	1	0	1	0

Total	3	3	3	3	2	4	2	4	2	4
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(ix) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Table 21 shows the numbers of our staff who currently sit on external committees, either within the University or beyond. More females than males have taken on such roles. The School can nominate two staff to sit on the University's Academic Council, which has responsibility for academic governance of the University. We have one female and one male in this role.

Table 21. *The numbers of staff members who currently sit on external committees*

	Female	Male
Staff who sit on committees within the University but external to the School	6	4
Staff who sit on committees external to the University	6	3

(Word count: 7,872)

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: 1500 words

Three individuals working in the department should describe how the department's activities have benefitted them.

The subjects of the case studies should include a member of the self-assessment team and a member of professional or support staff. The case studies should include both men and women.

More information on case studies is available in the awards handbook.

Case studies redacted because they contain personal information.

7. FURTHER INFORMATION

Recommended word count: 500 words

N/A

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.



School of Psychology

SWAN Action Plan

2017-2018

Area to be addressed	Planned Action	Responsible (see Acronym Key for abbreviated terms)	Target/ Measureable Impact	Time scale/completion date
1. Sustainability and embedding the influence of SWAN Charter Principles in School environment, activities, and culture at all levels.	1.1. We will formalise the structure, roles and reporting arrangements to Management Committee and School Board of the Self Assessment Team (SAT). <ul style="list-style-type: none"> i. We will consider workload model analysis of SAT activity to determine sustainability. ii. We will specify arrangements for how people are selected into roles relating to categories of SAT actions. iii. We will identify a more formal mechanism for seeking representation from UG and PG students. 	School Management Committee	<p>We will agree a formal terms of reference for SAT within overall School structures.</p> <p>It will make explicit SAT activities, key roles and mechanisms for engaging PG and UG student representatives.</p>	Terms of reference will be developed by 30 September 2017.
	1.2 We will ensure SWAN is appropriately embedded across all levels of staff to include	School Management Committee and SAT in consultation with the	Impact determined by measurable targets in respect of	Management Committee will adapt "returners" policy and

	<p>professional/support staff, academics associated with our professional doctorates as well as the new Lecturer (Teaching-only) positions.</p> <p>Particular focus will be around broadening maternity leave policies.</p> <p>This action is aligned with action 1.3 (see below).</p> <p>Specific plans include:</p> <ul style="list-style-type: none"> i. Introduction of a “major administration free” period for Lecturers on Teaching-only contracts, in which such lecturers are not asked to take on any major administrative roles, will be devised. This will allow them to develop the activities such as scholarship and educational leadership/innovation that are required for promotion and demonstrate parity with the current 6 month policy applied to only 	<p>Programme Directors for the professional doctorates.</p>	<p>(a) uptake of both the schemes in (i) and (ii), and (b) increased rate of agreement on repeated Staff Survey that the School’s policies around maternity leave are supportive (an increase on current already high level of 90%).</p>	<p>broaden application to table at School Board by 31 January 2018.</p> <p>A SAT representative will attend one of the 3 Tax Free Childcare Seminars scheduled for Summer/Autumn 2017 and all staff with childcare responsibilities will be encouraged to attend.</p> <p>The SAT representative will also circulate key information amongst staff.</p>
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	<p>Lectures on Research and Teaching contracts.</p> <p>ii. A buddying system for all taking maternity leave. A staff member (academic or professional/support) who has previously been on maternity leave will buddy and provides advice/support before, during, and after maternity leave.</p> <p>iii. A formal handover period for professional/support staff on return from maternity leave as well as before it (requested in staff survey).</p> <p>iv. We will promote awareness and encourage attendance at seminars and advice clinics on Tax Free Childcare in response to changes to Childcare support from April 2018.</p>			
	<p>1.3 The SAT will deliver an all-staff workshop on caring responsibilities:</p>	<p>SAT to deliver a Carer's Workshop, subsequent policy delivered by School Management Committee.</p>	<p>The measurable target will be a) strong attendance numbers at the workshop b) and an</p>	<p>We will deliver the workshop by 31 May 2018 and we will devise more wide-ranging School policy</p>

	<ul style="list-style-type: none"> i. We will ensure that appropriate policies reflect inclusive language and make explicit caring roles that may currently be “hidden” (e.g., caring for an elderly parent or family member with mental health issues). ii. We will consider, through further consultation, how fathers and non-biological mothers or others with caring responsibilities can be further supported. iii. We will invite a local representative from a <i>Carers NI or other charities</i> to provide expert advice on supporting more “hidden” caring roles (e.g., children with disabilities / elderly parents in ill health / dementia caring roles). 		<p>increase in those staff who staff feel supported following a period of leave associated with caring (increased above 73%).</p> <p>We will include in any future Staff Survey a specific assessment of support with regards to those with caring responsibilities.</p>	on caring responsibilities by 30 September 2018.
	1.4 We will deliver a “ <i>SWAN is for everyone</i> ” information session for all staff to allow for informed	SAT	The measurable targets will be a) increase in the	Spring 2018

	and open discussion about SWAN and its purpose.		number of staff who consider (i) that SWAN has been beneficial to the School's working environment (increase from 73%) and (ii) the proportion of staff who consider that being in a School with a SWAN award is important to them (increase from 73%).	
	<p>1.4 We will organise an informal discussion with the University's Equality and Diversity Unit (EDU) for the HoS/Management Committee and SAT to ensure the School's research and educational environment is supportive towards people who identify as transgender.</p> <p>In addition:</p> <ul style="list-style-type: none"> i. We will ensure SAT representation at Trans Equality training and awareness raising seminars to be delivered 	HoS, School Management Committee, SAT, Head of the EDU.	Session delivered successfully and measured by implementation of key recommendations for the School (e.g., ensuring that any research studies or questionnaires that require participants to identify their gender allow for more than traditional binary options).	<p>SAT attendance at the Trans Equality training and awareness-raising seminars will take place during this summer (dates yet to be confirmed) .</p> <p>The discussion with the EDU will occur before 1 June 2018.</p> <p>We will table key recommendations to our School Board by 31 January 2019.</p>

	<p>on campus by SAIL NI (a local Trans Support Network in Belfast).</p> <p>ii. We will liaise with the Students' Union to discuss how best we can support Trans Students in our School.</p>			
	<p>1.5 We will ensure all staff have completed online <i>Unconscious Bias training</i>.</p> <p>Our School manager will monitor update of this training and remind staff in conjunction with HoS.</p>	HoS and School Manager	The measurable target will be 100% uptake of training.	By 31 December 2017.
	<p>1.6 We will continue to encourage best practice within the School surrounding its family friendly policies including those that the staff survey showed to be effective: flexible working arrangements, core hours meeting scheduling, 7-7 email policy, and teaching- and meeting-free Fridays.</p>	HoS, School Manager, Director of Education, and Office Manager	i-iv Measurable target will be 100% of key School meetings held during core hours, and no teaching sessions on Fridays.	<p>School meetings timetabled annually each September.</p> <p>Lecturing requests to be facilitated annually where possible during the summer when lectures are being timetabled.</p>

	<ul style="list-style-type: none"> i. We will continue to ensure that no key School meetings are scheduled outside of core hours when the timetable for such meetings is compiled at the start of each academic year (as is currently the case). ii. We will continue to try to facilitate where feasible staff requests for their lectures to be held at times that allow for staff to manage their childcare or caring responsibilities. iii. No teaching to be scheduled on Fridays when lectures are being timetabled. iv. We will remind staff of email policy if this becomes necessary. New students will be informed of this policy during their induction and it will feature in the student handbook. 			
	1.7 We will continue to provide a programme of outreach and	SAT	The measurable target is programme	Annually

	<p>engagement events that support SWAN charter principles including:</p> <ul style="list-style-type: none"> i. Women's lunches termly. ii. Family Christmas party annually. iii. International Women's Day coffee morning in aid of women's charity. 		<p>of events all delivered and well-attended by both male and female members of staff. We will gather feedback about these events in a repeat of our staff survey.</p>	
	<p>1.8 We will raise awareness of gender-related issues amongst our undergraduate and postgraduate population by:</p> <ul style="list-style-type: none"> (i) introducing a new Psychology of Gender module in final year (ii) including this topic as part of a Level 1 module taken by all students. (iii) including a session on equality and diversity issues to be considering in conducting research in module on research skills taken by all PGT and PGR students, with input from EDU. 	Dr Ioana Latu/Dr Michele Kavanagh/EDU	<p>The measurable target is good uptake of the final year course, but we cannot guarantee a specific number of students on this course because students are free to select between optional modules. Another measurable target is positive evaluations of the other teaching.</p>	<p>The Psychology of Gender course is already slated to be introduced in the 2017-18 academic year. Course content for Level 1 students and PGT/PGR students will be also be introduced in 2017-18.</p>
	<p>1.9 We will seek to raise awareness of equality and diversity issues amongst our student population by introducing the newly-developed</p>	Director of Education in conjunction with the EDU	<p>The measurable outcome is good uptake of this e-learning course</p>	<p>This will be in 2018 when the e-learning is formally rolled out, but we do not yet</p>

	<p>equality and diversity e-learning course “Think Difference, Act Differently” which is currently being piloted at graduate level.</p> <p>In response to pilot consider the School level mechanism of implementation.</p>		<p>amongst our students.</p> <p>Please note that what is considered a good uptake level will be informed by pilot.</p>	<p>know when that pilot will be completed.</p>
	<p>1.10 We will monitor gender parity of First Class Honours Degree awards.</p> <p>We will closely monitor the existing trend for a smaller percentage of females obtaining first class degrees, and in particular we will examine whether there are any forms of assessment more likely to show gender differences.</p> <p>Further actions will only be developed if necessary depending on trends.</p>	<p>Education Administrator with Director of Education</p>	<p>The measurable outcome is no gender difference in percentage of first class degrees obtained.</p>	<p>We will report to School annually at first School Board following the Exam Board.</p>
<p>2. Sustainable career progression for PhD students and PDRAs/RAs</p>	<p>2.1 We will ensure PhD students continue to get support to progress into sustainable academic careers by:</p> <ul style="list-style-type: none"> i. Delivering an annual session with female PhD 	<p>PhD Tutor, along with senior School staff and PhD representatives on the SAT</p>	<p>The measurable target will be evidence of sustained progression of PhD students into academic careers.</p>	<p>All schemes will run annually.</p>

	<p>students and PDRAs/RAs around careers hosted by female academic staff.</p> <p>ii. Delivering a “Where to next?” session for PhD students approaching the end of their degree.</p> <p>iii. Providing Mentoring Programme for incoming PhD students by existing students, with the School to facilitate an initial welcome event for mentors and mentees.</p>		<p>The aim is to increase this above the current rate of 60-70%.</p>	
	<p>2.2 We will organise and host two lunches annually for female PhD students across the EPS Faculty. Funding for this has been promised by the Faculty Pro-Vice Chancellor. This will follow up on the initial lunch for such students hosted by our female PhD students, which was very successful. As with the first event, these lunches will serve as an opportunity for female students to provide peer discussion and support around career progression. This also functions as a “beacon” activity</p>	<p>PhD representatives on the SAT in conjunction with volunteers from the PhD community</p>	<p>The measurable target is strong attendance of these lunches by female students (> 20) from all Schools in the Faculty, and good evaluations of the effectiveness of these events.</p>	<p>The first lunch was held in March 2017; another one will be held November 2017 and then twice annually thereafter.</p>

	within the university led by the School.			
	<p>2.3 We will ensure the standard of career pathway support is maintained for Postdoctoral Research Assistants, including:</p> <ul style="list-style-type: none"> I. PRDA Advisor will continue to hold regular meetings with PDRAs and ensure their interests are represented at School level. II. PDRA handbook will be updated annually as required. III. Female PDRAs will be invited to attend the career progression session annually with some of the School's female academics. IV. Welcome coffee mornings will continue to be held for new PDRAs/RAs. 	PDRA Advisor	<p>The measurable target is around career progression for PDRAs.</p> <p>We will aim for to achieve 100% of PDRAs to secure employment in research or teaching positions (not necessarily at QUB) at the end of their contracts.</p>	<p>One group meeting to be held each semester and 1 individual meeting per year. A separate Career Progression session will be held annually; and there will be annual monitoring of PDRA destinations. We will also deliver Welcome coffee mornings throughout the year as required.</p>
3. Attracting males into UG Programme	3.1 We will produce new recruitment materials specifically	Our School's Marketing and Communications	Our measurable target is an increase	Will produce a recruitment leaflet

	<p>targeting males for use at recruitment events.</p> <p>This action is based on evidence from our undergraduate survey initial findings which indicated a need to:</p> <ol style="list-style-type: none"> I. Include references to visible male role models. II. Emphasise the broad nature of psychology and associated careers beyond clinical/educational psychology. III. We will make it clear that psychology is a science and that the degree includes acquiring skills in statistics and research design. 	<p>Administrator will lead on this with assistance from other School staff.</p>	<p>in the percentage of male students, but we recognise that this will take time. We are setting a “10 in 10” target, aiming for a 10% increase in 10 years.</p>	<p>during the 2017-18 academic year and we will use this in our outreach, engagement and recruitment activities.</p>
	<p>3.2 We will deliver targeted recruitment events at all-boys secondary schools in Northern Ireland. There are currently 16 such schools and we aim to visit at least 5 each year. Male staff will act as role models by delivering these events.</p>	<p>Our School’s Marketing and Communications Administrator, in conjunction with male staff.</p>	<p>Our measurable target is an increase in the percentage of male students applying for undergraduate courses each year, but we recognise that this will take time.</p>	<p>These visits will begin in 2018 once we have the appropriate recruitment materials and thereafter occur annually.</p>

			We are setting a “10 in 10” target, aiming for a 10% increase in 10 years.	
	<p>3.3 We will begin to address an important intersectionality issue of how to attract applications from young males from low SES backgrounds. Please note there is a further intersectionality issue that is specific to Northern Ireland, specifically participation by Protestant males from low SES backgrounds.</p> <ul style="list-style-type: none"> i. We will organise an initial discussion session with the University’s Widening Participation Unit (WPU) to identify what existing outreach projects from STEM Schools that Psychology can co-participate in. i. We will collaborate with WPU in identifying key schools (particularly those from high numbers of students from low SES Protestant backgrounds) and engage UG students (males in particular) in 	Our School’s Marketing and Communications Administrator, the Director of Education, and the SAT in conjunction with the Widening Participation Unit.	<p>Our measurable target is an increase in the percentage of male students from low SES backgrounds applying for undergraduate courses each year, but we recognise that this will take time.</p> <p>A more immediate target is to ensure fair participation of both male and female UG students (50/50) in these outreach and engagement activities.</p>	Initial discussion to be held by 31 st January 2018 and activities rolled out thereafter.

	<p>any ongoing outreach projects.</p> <p>ii. We will engage resources such as Professor Fluffy and devise a social media campaign with Social Media lead Steven Baxter Crawford targeting key audiences.</p>			
	<p>3.4 To support male UG students, we will ensure all tutorials have at least two male students in their complement to ensure male students do not feel isolated.</p>	<p>Module Co-ordinators with School Manager and Office manager</p>	<p>Measurable target is for all tutorials to have at least two male students.</p>	<p>Audit tutorial listing annually.</p>
	<p>3.5 We will develop and host a “Welcoming Statement” on our School’s website and in our recruitment materials to appeal to male students and specifically males from low participating groups.</p> <p>In addition, we will alter the ratio of males to females on our existing webpages aimed at potential students.</p>	<p>Our School’s Marketing and Communications Administrator, with input from Equality and Diversity Unit on how any such Welcoming Statement should be worded.</p>	<p>Our measurable target is an increase in the percentage of male students, but we recognise that this will take time. We are setting a “10 in 10” target, aiming for a 10% increase in 10 years.</p>	<p>During 2017-18 academic year.</p>

	<p>3.6 We will conduct “<i>motivation to study psychology</i>” research with UGs (questionnaire and focus groups), following up on our short preliminary study that gauged UG perceptions of their choice of UG course.</p> <p>We will use the findings to inform the development of our recruitment materials and strategy.</p>	SAT / UG Rep	The measurable outcome will be strong participation (> 100 students) in this research by our undergraduate population.	Report on initial findings from our preliminary study to School Board by November 2017. Prepare proposal for larger information gathering exercise by May 2018 and conduct study in autumn 2018.
4. Recruiting males to Professional Doctorate Programmes	<p>4.1 We will ensure there is a representation of male images on our website and recruitment materials relating to our Professional Doctorate Programmes.</p> <p>4.2 We will provide testimonials from male trainees and male early career Qualified Professional Psychology Practitioners. These enhancements will provide visibility for males in these workforces and ensure that this representation supports</p>	Our School’s Marketing and Communications Administrator in conjunction with Professional Doctorate Staff and in consultation with Programme Directors.	<p>To measure the success of this, we will include questions in selection and recruitment surveys for both Programmes. Measurable target will be high awareness of these efforts.</p> <p>Our longer-term target is 10% increase in the number of male students to</p>	Implement for 2018 / 2019 application round.

	practice in much needed areas of a hard to reach Psychology Service users across the life span.		Professional Doctorates.	
	4.2 We will organise an annual informal career discussion session for male UG with male Doctorate Programme Staff and male Doctorate trainees. This session will be designed to offer guidance on prerequisite training experience and opportunities.	Director of Education and Doctorate Programme staff, students, and Directors.	The more immediate target is good attendance at the session, equivalent to 25% of our male cohort. The long-term target is a 10% increase in the number of male applicants.	We will deliver session by 31 st December 2017 and then deliver it annually thereafter.
	4.3 We will ensure that professional training courses websites and recruitment literature have a <i>Welcoming Statement</i> promoting the inclusion of males.	Course directors, liaising with the Equality and Diversity Unit to ensure appropriate wording.	The longer-term 10-year target is a 10% increase in the number of male students to Professional Doctorates.	For 2018-19 intake onwards.
5. Key transition points for both academic and professional/support staff and support for career development.	5.1 Continue to ensure high levels of female recruitment into permanent academic posts. i. We will devise a new recruitment brochure for use in the School's pending recruitment exercises that emphasises the School's	HoS with School Marketing and Communications Administrator and Management Committee.	To ensure that women are appointed in equal numbers to men to permanent academic posts in accordance with the merit principle.	Recruitment exercises from the 2017-18 academic year onwards.

	<p>strong track record in SWAN and its family-friendly atmosphere.</p> <p>ii. We will continue to ensure strong female representation on appointments panels.</p> <p>iii. We will ensure that any Search Committees convened to approach at least 50% women.</p>			
	<p>5.2 We will improve processes around induction in response to our staff survey.</p> <p>i. We will produce a “School Structures at a Glance” resource for all new staff, and update this as necessary.</p> <p>ii. We will ensure that mentors for new academic staff are appointed before the staff arrive and contact the new staff member on arrival.</p> <p>iii. We will establish a system of “same level” buddies for all new academic and professional/support staff during induction.</p>	HoS with School Manager and Management Committee.	The measurable target will be an increase in satisfaction ratings in items related to induction in a repeat of our staff survey. Overall, we aim for a 20% increase in these ratings amongst academic staff (this was the category for which these ratings were low).	Include in School level induction protocol by 30 September 2018.

	iv. The HoS will encourage all staff to attend university induction events.			
	5.3 We will introduce a School fund that Lecturers with Teaching-Only contracts can apply to in order to support activities to enhance career progression and promotion (e.g., attendance at relevant teaching conferences or training events). Previous funds were only open to Lecturers with Research and Teaching contracts.	HoS, School Management Committee	Successful funding of applications from this group, facilitating their progression towards promotion.	Consult with staff about parameters of fund and application procedure in 2017. Roll out fund in 2017-18 academic year.
	5.4 We will lobby for greater clarity surrounding academic standards and promotions criteria for Lecturers with Teaching-only contracts. This is in response to staff survey comments around lack of clarity around this role.	SWAN champions will bring to SWAN steering group; Director of Education and HoS to highlight within wider University.	Measurable outcomes would be >80% Lecturers in this category agreeing that these standards are transparent, which we will assess in a repeated staff survey, and progression towards promotion applications in this group.	Lobbying to occur in 2017-18 academic year.

	<p>5.5 We will more develop a more detailed record of training requirements for professional and support staff and evaluate the success of such training.</p> <p>Our staff survey yielded examples in this group of good practice in relation to appraisals but an area of need was identified as translating goals into required training.</p>	School Manager/School Management Committee	Measurable output in the form of an annually collated list of training requirements for professional services staff.	List collated during 2017 / 2018 commencing with appraisals in October 2017. Monitored annually.
	<p>5.6 We will develop a <i>Partnership in Promotion Programme</i> for all staff emerging from probation and seeking promotion to Senior Lecturer or Reader.</p> <ul style="list-style-type: none"> i. This initiative will be led by Professors and Senior staff who have experience of Promotions and it will adopt an action learning approach. ii. An initial facilitated focus group will be run with these staff to identify the sort of support they require, and staff attending will be matched along gender. 	HoS, Senior Academic Staff, and SWAN Champions	Uptake of the Programme and in the longer term a greater number of promotion applications, and specifically successful promotions of females to Senior Lecturer or Reader level. We aim for at least two females to be promoted to SL or Reader within the next assessment period.	Focus group session by 31 November 2017 for delivery from January 2018

	<p>iii. This will be a pilot run over 18 months.</p> <p>This action is required in response to the generally low levels of promotion applications and more specifically the continued limited numbers of female staff at Senior Lecturer or Reader level.</p>			
	<p>5.7 We will brief academic appraisers annually on the need to ensure appraisals are supportive and explicitly discuss progress towards promotion. This action is in response to comments in the staff survey about the need for appraisal to have a strong development as well as evaluative component.</p>	HoS	Increased number of staff stating that appraisal is helpful for career development (currently 68%).	From the 2017-18 appraisal round onwards.
	<p>5.8 We will improve support for grant writing by:</p> <ul style="list-style-type: none"> i. Making the existing internal peer review system more formal to ensure those using the system do not have to find their own reviewers. ii. Including work done in internal peer review as 	HoS, Director of Research, along with Director of Education in order to block teaching.	A measurable target will be a 15% increase in the value of grant applications and grants awarded.	Peer review system to be modified in 2017-18 academic year and included in workload from then onwards. Grant writing workshop to be held in February 2018. Blocking of staff teaching is already being attempted for

	part of the workload model. iii. Running a further internal workshop on securing RCUK funding. iv. Blocking staff teaching into a single semester if feasible to free up blocks of time for writing grants.			the next academic year, but will take longer to roll out fully.
	5.9 The School will roll out a new enhanced workload model. i. This will include a broader range of activities including outreach and “good citizenship”. ii. The model will be transparent (although anonymous). iii. We will use the model to continue to monitor for any gender imbalances in workload.	HoS/Management committee	A measurable target will be the majority (> 80%) of staff judging the workload model to be fair and transparent. No gender imbalances in workload.	The model is currently under development, and will be rolled out at the end of the current academic year to capture activity over the year. It will be monitored annually for gender balance in workload.

6. Beacon activities beyond QUB	6. 1 Follow through to publication the article currently accepted for publication by one of the SAT chairs to The Psychologist professional magazine about psychology departments and SWAN. This article summarises the issues facing psychology departments and discusses common approaches to them, based on the two workshops we have already held. Dissemination of this magazine amongst all professional psychologists and a large number of psychology academics will ensure very high awareness of the SWAN initiative nationally.	Professor McCormack	Publication of the article in the Psychologist.	The editor has stated that he is aiming for publication with 6 months but cannot guarantee this.
	6.2 Allocate one of Faculty's funded studentships specifically to a research project on gender equality designed to support our high-profile work in this area. This PhD project will be supervised by two members of School staff and the findings of the research will be widely publicised through publication and conference attendance. Funding for this has already been committed by the Faculty.	HoS, Postgraduate tutor	Studentship awarded, PhD completed successful and its findings disseminated.	Funding for this has been secured for a September 2018-19 start date.

	<p>6.2 Continue to work in a buddying role with Royal Holloway Psychology, supporting their department in its efforts to secure a gold award.</p> <p>SAT chairs will remain in regular contact with their equivalent in Royal Holloway, and will again read a draft of any future application by that department.</p>	SAT chairs	We will aim to have a least one further face-face visit with Royal Holloway colleagues	Ongoing over the next 3 years.
	<p>6.3 Accept further invitations to deliver talks or participate in workshops both in QUB and other institutions, following up our existing strong track record in this area.</p>	SAT chairs or HoS, depending on who is invited.	Successful delivery of such sessions, good attendance and positive feedback.	As required.

	<p>6.4 ASPON (Athena SWAN Psychology National Forum) Continue to run the national ASPON with colleagues from Royal Holloway and UCL, including:</p> <ul style="list-style-type: none"> i. Organise a third workshop. ii. Report on progress of the existing Working Groups in ASPON. iii. Ensure the results of the Working Groups are disseminated across the network in terms of the resources developed. Resources currently being developed include materials on implicit bias and a staff survey specifically for psychology staff that can be used in all departments nationally to allow benchmarking. 	SAT chairs	<p>Measurable target is continued high level of involvement of representatives from psychology departments across the UK; good evaluation of the third workshop is also a measurable target.</p> <p>A further measurable target is a high level of uptake of the resources developed by the working groups.</p>	<p>Ongoing, with next workshop in 2018.</p> <p>The Working Groups will report back at the next workshop.</p>
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	<p>6.5 Conduct a national survey with our colleagues through ASPON to follow up on Caffrey et al.'s (2016) study in the discipline of Medicine that suggests that Athena SWAN work falls disproportionately on women, potentially to the detriment of their careers. Circulate a report of the findings to the Association of Heads of Psychology Departments.</p>	<p>SAT chairs with our ASPON partners.</p>	<p>Measurable outcome is participation of 50% of those we approach in this study.</p>	<p>2018-19 academic year</p>
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